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MARCH, 1913

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The Library Journal

Vol. 38. No. 3. MARCH, 1913

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THE LIBRARY JOURNAL

VOL. 38

MARCH, 1913

NO. 3

"No matter who you are, or what your work or business is, we can help you—come to us," is the summation by a newspaper writer of the tenor of the annual report of the New York Public Library, and though not from an interview with Dr. Billings, as might be inferred from the text, pithily expresses both the spirit of the library and of the American public library system. New York's circulation for 1912, 7,969,664, gives an average of 2.6 volumes per capita for the estimated population of 3,061,000 in its immediate bailiwick of Manhattan, Bronx and Richmond boroughs; almost exactly the same as last year, and slightly better than the 2.4 of the Brooklyn system. This is somewhat below the average in smaller places, and there is still a vast unexplored field of readers before the metropolitan libraries. As the library of the largest circulation in the world, the record of the New York Public Library is of unique interest, and its report is really of national importance.

It is proverbial that a book owned is worth many times a book borrowed, and it should be an axiom that the purpose of the public library system is to promote good reading, outside as well as inside its jurisdiction. Pride of circulation has led some librarians so far as to suggest that there is no reason why people should buy books when they can obtain them for nothing from the public library. This overlooks, or, rather, antagonizes, the proper view of the purpose of the public library: that it should not spend the public money where private means can better accomplish the end. The library is only a part of the larger system of public education in which not only the school and the college, but the bookstore and the personally owned book are also a part. Mr. Mumford's paper on the relations that should exist between the librarian and the bookseller is altogether in the right direction. Coöperation between the librarian and the bookseller can be very fruitful of good result, and it is unfortunate that for one reason or another the two classes have come to look upon each other askance. There was once a proposition that the library should become a local bookstore, and thus do away with the commercial element in bookselling.

But this would be going far afield, and would involve the library system in the losses as well as gains of trade. Far better is it that the librarian should be the wise guide of the bookseller in helping him to select the best books, especially those for children, and that the bookseller should feel that the librarian is behind him rather than against him in promoting good reading through the sale of the best books. Mr. Mumford brings together much of the experience of libraries in such coöperation, and his paper is full of suggestions that should be heeded.

BIBLIOGRAPHICAL training in college and, indeed, in the schools, is not at all a question of professional education, though it is the library profession which should emphasize its need. There are certain courses in education which are both labor-saving and time-saving and instead of increasing the amount of work and the number of hours required for education, really diminish these. Amongst such, the knowledge of how to find and how to use a book is of the first importance. This study should not be overlooked in the grammar grades, for the key to the library should be furnished all the more to children who will never get to the high school or the college, but who, nevertheless, should use books all their lives and should, consequently, be told how to use them to best advantage. Otherwise not only is an enormous amount of time wasted, both by the user of books and, incidentally, by the library staff in serving him, but a person may not even know that certain lines of information, pertinent to and practical in his life, may be had from books, quite aside from the inspiration which also should be had from books. The knowledge of the use of logarithms is a similar example of a subject auxiliary to the study of mathematics, which means an enormous saving in practical life; and the slide rule is another device which is literally a tool for intellectual work. These, however, are much more technical, and do not cover so wide a field of usefulness as does bibliographical training. This corresponds, in fact, to the value of typewriting and stenography as labor-saving devices; and it is especially interesting here to note that President Woodrow Wilson has, throughout

his life, made practical use of shorthand and typewriting, putting his addresses in form through shorthand, as he has recently done in the case of his inaugural. The libraries should be ready to advise students of all grades to avail themselves of such helps as these, because in this way there will be more time for reading and better reading.

EFFICIENCY, a word now rather fashionable, may mean either social or mechanical effectiveness on the part of the worker, and it is perhaps the human side which should rightly be emphasized in library relations. This cannot be determined by any mechanical, physiological or even psychological tests, for the relation of one human being with other human beings cannot be gauged by any apparatus. Yet there is a standard by which such efficiency may be measured, and the report paper which Mr. Bostwick has prepared is a very useful illustration of what may be done in this direction. Such efficiency records as these are useful, first of all, to the executive in relation to appointment and promotion, but they have another usefulness, though this is difficult to make effective without disturbing social equilibrium. To an individual worker who wants to know how to better personal work and improve his personal position, the opinions of his immediate chief and co-workers are most valuable; and, therefore, such records should be of peculiar value to the person whose character and work are thus passed upon, if that person is sufficiently broadminded to take advantage of, instead of to resent, such evaluation. While it is the human side of efficiency that has to be emphasized, yet there is a good deal on the mechanical side, with respect to the use of labor-saving and time-saving methods and devices, of which account should be taken in libraries. In this field, Mr. W. P. Cutter has for some time been making observations, and, happily, it is his intention at a later date to put his results before the library profession.

THE plan for developing the legislative reference features of the Library of Congress and the establishment of a Bill Drafting Bureau, either within or without the library, is again before Congress, and is likely, if not in the present session, at least during the next Congress, to become law. The bill for this

purpose, presented by Senator La Follette, is in itself a model of bill drafting, for it makes the necessary provision and gives the necessary power in the simplest form, without cumbering the bill with administrative details which can be best worked out in the course of the development of such bureaus. This administrative detail in legislative measures has been a curse to the economic organization of governmental bureaus, and Post Office legislation has been peculiarly obnoxious in this way. Senator La Follette's bill provides for a Bill Drafting Bureau outside the Library of Congress, and whether or not such a bureau should be under the direct supervision of the legislature, inviting the possible dangers of partisanship, or be connected with the official library, now almost universally non-partisan, is fairly a matter of question. A bill for creating a Bill Drafting Bureau in connection with the State Library has been introduced in the New York Legislature by Assemblyman Hinman, and New York is likely before very long to follow the good example of Wisconsin and other states. The Hinman bill is, however, open to criticism, as going overmuch into detail, and a simpler measure would be preferable.

As a library post, *i. e.*, a lower rate for books, is not made part of the postal appropriation bill, it is to be hoped that it may be brought forward at the extra session of Congress, and that enough pressure will be brought to bear upon Senate and House to insure its adoption. Under the parcels post bill, the Postmaster-General was given wide power to modify everything except classification, but in this respect his hands were tied. Books were excluded from parcels post advantages because the parcels post was specifically confined to fourth-class or merchandise matter. Books should certainly have the benefit of the parcels post rates, but in the farther zones the inclusion of them would increase instead of decrease the present rate. A practical proposition is that to make books and other printed matter four cents a pound, giving them also the benefits of the parcels post where this would be an advantage. Librarians should be on the alert to use their influence in this direction, for such a rate would be of benefit to the whole people, directly as well as through the agency of the libraries.

EFFICIENCY RECORDS IN LIBRARIES

BY ARTHUR E. BOSTWICK, *Librarian, St. Louis Public Library*

IN an article entitled "Service systems in libraries," printed in the June number of this journal, the present writer gave the result of his experience in formulating and establishing such systems of service in four large libraries, and, incidentally, stated his conclusion that such systems should always remain in the control of the library authorities.

While the plans therein described work satisfactorily from an inside standpoint, they are defective in one particular—that of complete record. This is most important in case of investigation by competent authority. While direct control of a library service system by an outside body, such as a municipal or other civil service board, is objectionable, there can certainly be no objection to the requirement, by municipal charter or state law, that the library service be organized and operated on the merit system, which requirement presupposes occasional inquiry to ascertain whether, and in what degree and form, this is the case. Now, in the event of such investigation, it will usually be easy to produce the records of examinations, with marked papers, tabulated marks, and the action based thereon. When it comes to personality and efficiency, such records are not easy to get. Even where libraries assign marks in these subjects and combine them with the results of the written tests to obtain a final mark on which promotion is based, there is nothing to show how the marks were obtained, and the investigating authority might not unnaturally conclude that here was an opportunity to nullify the merit system. Evidently all data on which appointment or promotion is based should be matters of record, otherwise a perfectly well-ordered merit system cannot be demonstrated to be such to one who has a right to know; and, of course, in the last analysis, every citizen has this right in the case of a public institution.

What appeared to be needed was some regular report on the efficiency of every employee, which should be taken into account in assigning marks or in some other way, in making promotions, made in such permanent form that it could be filed as a record. Such reports are, of course, constantly made orally

and acted upon, without any record being preserved. They are occasionally made in recordable form, perhaps most often in the case of apprentices or members of training classes. In some cases derelictions or unfavorable reports alone have been recorded, but a complete report on personality and work made regularly and filed permanently is a thing that has not come under my observation, although, of course, it may exist.

Having decided to adopt some such form of report in the St. Louis Public Library, the librarian laid the matter before the weekly conference of department heads and branch librarians. Had the question been the advisability of the adoption of such a form, the sentiment of the meeting would probably have been against it, but the announcement was simply that the librarian had decided to require regularly thereafter, in shape suitable for filing, information regarding the efficiency of assistants that had hitherto been received irregularly and by word of mouth. A staff committee was appointed to draft a form of report, and the reports of progress of this committee, with the incidental discussions and conferences, occupied nearly a year, during which time everyone on the staff became thoroughly familiar with the plan and either agreed with the librarian regarding its advisability or had some reasonable and well-considered ground of opposition.

The librarian had in mind a short form, containing a few important data. The committee brought in a long one—somewhat longer than that finally adopted, which is given below. Their reason, as stated, was that it is easier to answer a large number of questions that require hardly more than the words "yes" and "no" in reply than a few, each of which calls for the writing of an essay, however brief. This reason appealed to all and finally prevailed. It means practically the presentation of the information required, ready-made, and its adoption or rejection by the person making the report. Discussion in the meeting was chiefly on the more personal items of information, such as those about neatness of dress, etc.; also about others whose propriety or clearness was ques-

tioned, such as that regarding loyalty to the library. Some of these were finally stricken out, but most were retained. It was also noted that in many cases the information asked for could not ordinarily be obtained. A department head, for instance, may be intimate enough with one of her assistants to know whether she has a real appreciation for literature, but in most instances this would not be the case. Many such questions were retained on the ground that answers, if possible, would be of value, and, if not, could simply be omitted.

After the forms had thus been put into shape they were duplicated and a copy was given to each department head, with instructions to show it to all her assistants, discuss it with them, and report at the next meeting. The reports showed that the reception of the form had depended chiefly on the department head, either through manner of presentation or through personal influence. In some departments the plan seemed to be viewed with equanimity, while in others there was a considerable amount of suspicion, distrust and dislike of the whole scheme. It was next announced that anyone on the staff desiring to discuss the matter with the librarian would be given an opportunity to do so at a specified meeting. This was well attended, and it appeared that much of the feeling was due to misunderstanding. It was explained that no new method of making promotions was contemplated, and that personality and efficiency would be taken into account neither more nor less than before, but that the reports from which the librarian derived his information on these points would be required in writing, thus safeguarding both the appointing officer and the appointees. There seemed to be a strong feeling on the part of some that personal feeling might actuate some department head to make a false report, and that while, of course, such report might be made even more effectively if rendered orally, it would be a pity to have it permanently on record. There was no answer to this except that the likelihood of such a misleading report would probably become known to the librarian, who could reject or modify it.

In due course of time, a sufficient number of blanks were distributed, filled and handed in. They were then discussed again at a meeting, and questions that had come up in

the practical rendition of the reports were brought up and settled. A filled report regarding the work of every classified assistant in this library is now on file in the librarian's office.

The conditions under which these reports are made and held are as follows:

Every question must be answered or the reason for not doing so must be stated.

The reports are to be made out regularly on the first of each year, or oftener at the librarian's request. Each is accessible only to the librarian, to the reporting officer and to the assistant reported on, except when a transfer is to be made, when the head of the department to which the assistant is to be transferred may also consult the record.

Since the reports were made out only about half a dozen assistants have requested to be shown their records. Some others were allowed to see them before they were handed in. Such excitement as there was regarding the matter has now abated, and the matter has been relegated to its proper plane in the scheme of library things. This is due, probably, very largely to the plan of conducting the whole matter on a free and open basis, in consultation with the staff at every point, and also to the length of time that was allowed to elapse between steps. Publicity and deliberation are the two necessary things in a procedure of this kind, and both are commended to librarians wishing to adopt this kind of record.

There is no doubt in my mind that some efficiency record is necessary and valuable, and that a full record, including the usual high percentage of good things with the possible proportion of bad ones, is preferable to a mere blacklist, on which only the bad is recorded.

The blank, as finally adopted, is reproduced herewith.

ST. LOUIS PUBLIC LIBRARY

RECORD OF EFFICIENCY

Name

(Inverted, in full)

Branch or Department.

Length of service in dept. or branch.

Present grade of assistant.

Entered the library

A. Personal qualities.

1. Physically strong enough for the work?

How much time lost while in department and why?

2. Knowledge of books
Improving in this?
3. All around information?
4. Appreciation for real literature.
5. Resourceful? Systematic?
6. Self-possessed in a rush or emergency?
7. Executive ability? Decision?
8. Accurate? Quick? Adaptable?
9. Industrious? Careless?
10. Obliging to fellow-workers?
11. Punctual? Times tardy? Excusable?
12. Forgetful? Inclined to gossip?
13. Neat and appropriate in dress?
- B. Relations with the public.
 1. Uniformly courteous? Dignified?
 2. Inclined to entertain personal visitors?
 3. Effective in work with adults?
 4. Effective in work with children?
- C. Grade as excellent, good, fair, or poor.
 1. Library hand.
 2. Printing.
 3. Typewriting.
 4. Shorthand.
- D. Did the assistant improve while with you?
In what way?
In what did she fall short?
- E. If the assistant had weak points, did you call her attention to them?
- F. What did you especially like about the assistant?
- G. Do you consider the assistant fitted or unfitted by personality, education and practical efficiency to work in any one of the following departments? Grade her work as excellent, good, fair or poor, stating also length of service at each kind of work.
 1. An all-around branch assistant in this library?
 2. A children's librarian?
 3. A reference department assistant?
 4. A catalog department assistant?
 5. A desk assistant?
 6. A clerical assistant?
 7. An assistant in other lines? (specify)
If you do not consider the assistant so fitted, give particular reasons.
- H. Is the assistant loyal to the library?
- I. Has the assistant enthusiasm in her work?
- J. Would you be satisfied to have the assistant in your (Branch) (Dept.), not considering the fact that you might prefer some one else?
- L. Remarks.

Signature
Title

Date

BIBLIOGRAPHICAL INSTRUCTION IN COLLEGE*

By KENDRIC C. BABCOCK, *Specialist in Higher Education, United States Bureau of Education*

THE phase of this topic which I wish to discuss deals with the general instruction of individual college students in bibliography and the use of the library, rather than with a few lectures by the librarians, or with the technical bibliographical instruction in courses devised for the training of librarians or professional bibliographers. Courses of the latter kind are given in several universities, sometimes as a regular course running through one or more years, sometimes as a summer session course which a regular student may elect for credit toward a degree, if he so chooses. Syracuse University, for example, conducts a library school, in which were registered, in 1911-12, 41 students. It offers a variety of combinations of courses and degrees; (1) a two-years' technical course for college graduates leading to the degree of Bachelor of Library Science; (2) a one-year technical course for college graduates leading to the degree of Bachelor of Library Economy; (3) a four-years' combined aca-

demic and technical course leading to the degree of Bachelor of Library Economy; (4) a three-years' certificate course, consisting of two years of academic study, followed by one-year's technical course; (5) a two-years' technical certificate course. Just what is the difference between a Bachelor of Library Science and a Bachelor of Library Economy a layman like myself is hardly competent to judge. The University of Michigan illustrates the summer course in library methods, which runs through eight weeks, and by special permission may be allowed to count for two hours of university credit if satisfactorily completed. None of these, however, touches the great body of new students.

Mention should also be made of the usual courses of lectures on the use of the library. These are sometimes optional and sometimes required of all students. A course of this kind was recently given at Columbia University, in which Mr. Johnston lectured on "The libraries of New York City and their uses," Mr. Hicks on "Why we have a university library," and Miss Mudge on "The keys to

* Presented at the Conference of Eastern College Librarians, Columbia University, Nov. 30, 1912.

the resources of the library." No matter how excellent the lecture courses in bibliography may be, they fail to meet the need for general bibliographical instruction. Ten lectures in bibliography by Mr. Keogh, of Yale University, or lectures of one hour a week, on "Historical and practical bibliography," by Professor Davis, of the University of Michigan, are presumably excellent and stimulating. But these are evidently optional courses; new students coming into the university are not certain to elect them. Similarly, handbooks like the "Rules and regulations of the library," the "Handbook of the library," issued by the University of Chicago, and the "Reader's manual" of Columbia University, are valuable so far as they go, but they do not go far enough in the way of definite instruction, and there is no certainty that they will gain the attention of all students. A modification of an old proverb has been suggested by a wise college president of to-day, who said that though you may lead a colt to water, and yet cannot make him drink, you can at least create in him a thirst. So with the use of the library. A student may be lectured to on how he may use the library, and may never make the attempt to use it. His thirst should be created early, and the means of satisfying it made easy and illustrated experimentally.

The place of the library in the work of all departments is one of increasing importance. The library is a resource or reservoir from which the student should draw constantly for information and inspiration, whether his interest lie in history, literature or science. Every month of delay in instructing him in the meaning and use of the library lessens the efficiency of his course. The importance of knowing how to use the library is peculiarly great for scientific students and engineering students, whose best material is frequently in the form of magazine articles, pamphlets, proceedings of learned societies, and technical papers prepared by experts. Discrimination in the use of different editions is highly essential. Nothing is more out of date than a five-year-old text-book on electricity or physical chemistry. For promoting economy of time and of energy, and as a means of accuracy and rapid progress, the student should very early learn how to get from the library the latest and strongest presentation of a given topic, and to get it expeditiously.

Every new student should be required to take some course in which is given definite practical instruction in the handling of library tools. It is not enough to instruct those who happen to choose history or literature. Such a course, moreover, should not only be required, but it should constitute a definite part of the work required for a degree. Perhaps the best way of securing its recognition would be to give it a definite credit toward a given degree. Objection will be promptly made that this suggestion involves adding to the already full college curriculum, one hour to the 120 required for the degree; but an equally prompt rejoinder may be made that the importance to both the literary and scientific student of early, intimate, personal knowledge of the use of the library is equal to the importance of physical training or an hour of composition. In all three, understanding and skill must supplant ignorance and clumsiness. The president of a large state university, who was himself educated in a large, endowed university, recently confessed that he had never known that there was such a thing as "Poole's index" until he was a senior. I recall a student, a senior in engineering in a large state university in which there were no department libraries, who asked me how he could draw a book from the library, saying that he had spent nearly four years in the institution and had never drawn out a book.

In my investigation in various parts of the country, relative to the standing of colleges, I have found difficulty in estimating the efficiency of the library, though it is often quite obviously low. Various tests may be applied—the number of volumes, the number of those which are live books, the number of public documents, the quantity of junk, the annual budget for care and increase, the number of students drawing books, the number of books loaned, the use by students of the reading-room and of the reserve books or special libraries. Answers to some of these inquiries from library authorities have been distinctly vague and unsatisfactory. Observation shows that the use of the library is a fluctuating quantity—a place of social gathering, a study room for the preparation of class exercises, like mathematics, an opportunity for reading newspapers and magazines, or a veritable hive of workers, a workshop with tools wearing out under steady use. The

number of students drawing books may be misleading, in view of the large probable use of special libraries and departmental collections; but the number of students entitled to draw books from the Cornell library, for example, as stated in the last annual report of the president, 601 of a total registration of more than 4500, seems rather small.

This plea for required accredited instruction in bibliography is not based wholly upon theory. It certainly would not be satisfied by chance instruction through the insistence of departmental heads or enthusiastic instructors in different departments. Several institutions have already tried the scheme and find that it works well. They have reasoned rightly that the work should be under the direction of the librarian and carried on by his trained assistants, and that when so done it is entitled to recognition. Three progressive institutions will illustrate the procedure. The Oregon Agricultural College has been carrying on a course in library practice: "This course teaches by means of lectures and practical problems the use of catalogs, indexes, etc. . . . All degree courses—freshman year, first semester, one credit, one recitation." The importance of such a course in an institution like the Oregon Agricultural College is greater than it would be in one having higher standards of admission and receiving students better trained in handling books and periodicals, since the institution requires only two years of a high school course for admission, and is therefore compelled to do some of the work ordinarily done in the high school. I had a long conference with the librarian of this institution about her plans for instruction, and they seemed to be highly practical and commendable. Another institution, a distinctly standard university, the University of North Dakota, offers a course in practical library work: "One credit. One hour a week. First semester. Required of all freshmen. Elective for others." The Ohio State University last year enlarged the bibliographical instruction given by its library staff, introducing a course in "Agricultural bibliography. One-half credit hour. A required course for students in the College of Agriculture." These are schemes for excellent bibliographical instruction at work and working satisfactorily.

Stress should be laid upon the importance of having this work done through the library

and under the direction of expert and thoroughly trained persons. While the men in each department may rightly be expected to instruct advanced students in the bibliography of special or narrow fields of their general subjects, there should not be imposed upon them the unnecessary common burden of elementary bibliographical instruction. If it is impossible to secure a definite hour of credit for the work, it is quite feasible to have set aside an hour from the course in English and another from the course in history, even if grudgingly yielded by departmental heads, for instruction by the library force. If the librarian and his assistants are not interested in this sort of instruction, it is high time for the president to put into the library staff at least one person who is both interested and competent to forward a movement for securing the maximum use of the library by freshmen, sophomores, juniors and seniors.

This scheme of instruction involves, of course, on the part of the instructors, ingenuity, resourcefulness, and a thorough knowledge of students, of fields of study, and of the library. It means laborious, individual instruction, often to numbers which are appallingly large; but my experience and observation make me believe in its essential importance, especially for all new students. No small part of the success of these courses will depend upon the adaptation of the assigned topics to the interests and tastes of the individual student. If he be an agricultural student and interested in potato bugs, let him have a topic on potato bugs; if he be a classical student interested in the archaeology of Pompeii, let him have a topic in that field. In similar fashion, topics of historical, political or economic interest will catch other students. At any rate, make sure that the topic will connect with the interest of the student and that the library exercise will not be a mere grind. For several years, while I was on the faculty of the University of California, the librarian gave a few general lectures upon the use of the library, but with each new class it was necessary for me to go to the library and actually to put them through a course of practice in the use of the catalog, periodical and other indexes, reader's guides, etc. It was gratifying not very long ago to hear an active young lawyer of Los Angeles say that he thought one of the most valuable

things which he got out of his college course was the stern training which he received in bibliography, in the matter of making exact references, and in searching independently for material on given topics. By way of illustration, he opened the drawers of a cabinet of notes and showed how the results of this training were applied in his daily work.

As a practical suggestion, I should like to urge that the fee or deposit sometimes required of students before drawing books from the library should be abandoned altogether. If a fee for the use of the library be required of any student, it should be required of all students. At the beginning of his course, a dollar looks as big as the new moon to a freshman, and he will hesitate some time

before voluntarily depositing two of them against the remote possibility of wanting to draw out a book from the library. Even such a simple barrier should be promptly removed.

By way of summarizing this cursory discussion, there is great need for systematic bibliographical instruction. It should be individual, differentiated to fit the tastes of the student, free from special fees, required, not elective, and accredited toward a degree. The burden of the general practical instruction should be placed upon the library staff, coöperating with the instructors in the different departments. To the latter should be left the technical specialized instruction in divisions of the work looking toward independent investigation and research.

THE LIBRARIAN AND THE BOOKSELLER*

BY EDWARD W. MUMFORD, *of the Penn Publishing Company, Philadelphia* M. J.

You may wonder why one who is neither a librarian nor a bookseller should discuss in this way your relation to each other. However, there is nothing so difficult to discourage as advice. You remember that Alphonso the Wise regretted that he had not been present at the creation of the world, for he felt confident that he could have offered some excellent suggestions. He shared the fate of all advice dispensers, for Carlyle records that of all his wisdom nothing remains except this evidence that Alphonso himself thought well of it.

But you simply can't discourage us advice-givers. We recall the French proverb, "Don't stick your finger between the bark and the tree." But we calmly proceed to do it, in order, if for no other reason, to find how far apart they are. And so here is a publisher putting his fingers adventurously between those two essential parts of the book distributing system—the librarian and the bookseller. The excuse, if there must be one, is that he wishes to emphasize the fact that, after all, they are part of the same vital growth, both necessary to the public and to each other.

Although they work in the same field, it seems to be evident that the librarian and the

bookseller do not understand each other. In spite of many instances of warm personal friendships and of active coöperation between individuals, contact with both sides makes it evident that, as a whole, each class regards the other with a very real distrust and even suspicion.

The librarian, freed, as he believes, from all taint of commercialism, looks with unconcealed contempt at the bookstore window filled with shrieking "best-sellers" and Sunday supplement juveniles, and wonders what sort of man can peddle that harmful stuff and sleep well o' nights. And the bookseller, bewildered by a doctrine which, if accepted in toto by his community, would leave him, he fears, with reduced business and vanished profits, is just as vehement on his side in condemnation of the impractical librarian, who may have his head in the clouds, but who the bookseller firmly believes has seldom more than one foot on the ground.

This attitude of mutual disrespect is naturally fostered by the differences born of bargaining between two parties, one of whom has little to spend and the other very little to make. Their differences have naturally been emphasized in recent years by the gradual introduction of the net-price system, which, although it means the salvation of the book trade, has naturally worked a hardship

* An address delivered before the Pennsylvania Library Club, Feb. 10, 1913.

to the library. The result of all this has been that when committees of librarians and booksellers meet it is usually to wrangle over discounts or to listen to grievances, such as the perennial complaint that librarians, trustees and their families are illegitimately supplied with books for private use at library discounts.

It is a pity that these differences have been allowed so long to color the attitude of the librarian and the bookseller toward each other and to prevent their active coöperation. After all, are not their interests very much in common? The bookseller certainly realizes that his welfare depends upon the education of his community, and the library is constantly demanding recognition of its place as a part of our system of public education. The bookseller begins to see that his business needs the support of a large class of book owners, and booksellers to-day are consciously trying to increase the numbers of such persons near them. The Booksellers' Association of Philadelphia was instrumental in having published, recently, a series of brief interviews with well-known people on the importance of reading and owning books. This plan has been warmly commended by publishers and booksellers, and a plan is now being perfected for publishing next fall a series of such interviews in every important American city. This should benefit the library as well as the bookstore.

Both as citizen and as merchant, the bookseller has a very direct, practical interest in the formation of private libraries. To what extent is the public library interested in promoting them?

When the librarian, in his most cheerful, optimistic and expansive mood, looks forward to the future of his profession, what does he see? Is his vision that of a people served by the public library alone, with vast collections and splendid buildings, with many branches and finely subdivided activities, so anticipating every need that the private library becomes entirely unnecessary? Or does he behold a people taught by him, among other educational influences, to love books, own them and use them familiarly? When he sends out his "home libraries" and "traveling libraries," when he fosters "study clubs," etc., to what does he see them ultimately leading? Are they simply the means of multiply-

ing readers' cards and circulation, or is it the hope that they will stimulate the beginnings of carefully selected private collections as well?

Librarians, we have noted, emphasize the claim of the library to be regarded as an integral part of our public educational system. One of your magazines reiterates the claim on the cover of every issue. The aim of all sound education, however, is to make the pupil in time independent of his teacher and to stimulate in him a desire to educate himself. Is it your aim to persuade patrons to acquire their own tools, hoe their own row, and come to the library for an occasional piece of special apparatus? Or is the library intending to lend all the tools and promote the entire cultivation of the field by a sort of literary communism?

Perhaps the attitude of the library is so well understood among you who work in it that it is a mere commonplace, requiring no statement in the library journals, in convention talks, or in text-books such as Mr. Dana's excellent "Primer." But some of us outside of the library who would like to have you put yourselves a little more definitely on record.

The seventh report of the New York State Education Department, 1911, begins thus, under the head of "Educational extension": "Gibbon, in his 'Memoirs,' says: 'Every man who rises above the common level has received two educations—the first from his teacher; the second, more personal and important, from himself.' It is with this second education that the Division of Educational Extension is concerned. The aim is to give to every inhabitant of the state a fair chance for reading and study, not only in school, but outside of the schools, and to this end promote the most liberal supply of good books at the public expense."

A member of the New York State Library force says that the "house libraries" circulated by that organization are often sent to families who ask for them openly, with the intention of examining them for private purchase. But the report itself says nowhere explicitly that the ultimate aim of its educational extension work is to induce people to buy their own books, and a mere outsider might readily infer that there is no such aim.

A Pennsylvania library, in a recent circular to the public, says: "How often do you want

your books after you have read them? Why buy your books, when you can borrow them at a nominal cost?" It is true this is not a public library, but is one supported by subscription. But is not this attitude practically that of a great many public libraries in this and other states? Is the library really interested in promoting the book-owning habit?

It is a frequent observation that we Americans are becoming less and less readers of serious books. Certainly it is true that even among our educated classes the habit of book-owning is much less strong than it was a generation ago. One sometimes sees published a picture of the "library" in a rich man's new house, magnificent in its appointments for comfortable loafing, but with no sign of either a bookcase or a book. And among our friends of less means we frequently note that the apartment house seems to be as unfriendly to a book collection as it is to a baby. One cannot but wonder whether the impressive library statistics of circulation, mean increased book loving as well as book reading. Is the possession of a private library still the mark of your true booklover?

Surely you still feel with Sydney Smith that there is "No furniture so charming as books." Hazlitt, you remember, speaking of Richardson's novels, says: "Nor could I ask to have anything better to do than to read them from beginning to end, to take them up when I choose and to lay them down when I was tired, in some old family mansion in the country." Could that essay on "Reading old books," with all its delicious intimacies, have been written by a man who had known books only in the public library?

And Andrew Lang only re-echoes Cowley and many another gentle spirit when, in his "Ballade of true wisdom," he pleads for "a houseful of books and a garden of flowers." These ideals are surely not utterly old-fashioned and outworn in our day? And this being recognized, if you do still believe that the finest flavor and the highest value in books is found only by him who owns them, how far are you willing to go to encourage the book-owning habit? And this brings us back to the bookseller, whom you perhaps thought had been forgotten, but who has been waiting for us all through this discussion.

For your attitude toward the bookseller is necessarily colored by the degrees of your interest in promoting private libraries. If

you are interested in having people buy more books and better ones, why are you not anxious to see that there is a place where they can do it? If you preach book buying, why are you not concerned also about bookselling? There is little use in prescribing rare drugs to a community that has no apothecary, and it would seem to be about as futile to urge buying of good books in a town that has no real bookstore.

There are many such towns in the United States; moreover, it is rather a striking fact that there are many towns where the library seems strong, and which yet are universally known among publishers as "poor book towns." There are hundreds of prosperous American communities where there is no bookstore worthy of the name, and where it is impossible to find most of the books that the library would recommend for purchase in any given field. What are you doing to help your patrons find readily the medicine you prescribe for them?

As a necessary first step, how close and cordial are your relations with your local booksellers?

A great deal can be accomplished in any community if the bookseller and the librarian learn to know each other personally and make it their business to understand and appreciate each other's point of view. Especially in the small town will a close association of this kind become valuable, although there is much that can be accomplished in the larger cities also.

Not long ago the manager of the book section for a department store in a New England town read an article condemning cheap and poor children's books. He realized that it was aimed at exactly the kind of books that he was selling most freely. Through a friend he sent some of these books to the local children's librarian, whose report, of course, confirmed his fear that they were not wholesome. Since then he has not pushed so hard the sales of such books, and has paid more attention to the better books for children.

But why had not the librarians in that town reached him before? Why had they not thought it worth while to impress him with their point of view? Why was it necessary for *him* to come to *them*, and to come stealthily, through the medium of a third party?

No quarrel over discounts and prices should

be allowed to hold the librarian and the bookseller apart. The library's means, of course, are usually too small for its work, and it must be careful to buy economically. The library should, however, almost invariably, buy through its local booksellers, even though it may sometimes be at a slightly increased cost. Many a library order passes over a local man's head, simply for a difference of one or two per cent. discount—perhaps considerably less than fifty dollars on the entire year's order. That fifty dollars will be well spent if it gains the hearty cooperation of the bookseller for things that the library wants done in its community.

Not long ago the president of the library board in a middle western town gave orders that no more books should be bought from the chief bookseller in that town because his prices were too high. This bookseller had enough spunk and sagacity to take his invoices for books directly to the president, who, upon examining them, was immediately convinced that the prices charged the library were reasonable, and a quarrel in which the bookseller could have caused the library some inconvenience was averted.

There are many instances of quarrels of this kind, pushed to the bitter end and maintained for years, which could have been avoided as easily. It should not be forgotten, moreover, that the local bookseller is a local taxpayer, and is helping to support the library, and on this account alone should have first consideration as against outsiders.

But if the bookseller and the librarian thoroughly understand each other, what can they accomplish that is not ordinarily being done?

The possibilities are faintly foreshadowed by what has been already achieved in the juvenile field, where the library has clearly recognized an obligation to promote the sale of more and better books. Many libraries make Christmas exhibits of children's books, and perhaps print lists of them for the guidance of parents and other buyers. This Christmas exhibit should be an invariable feature of the year's work, and I believe it could be profitably extended to other departments of the library and perhaps to other seasons of the year.

In order to make such an exhibit or list most effective, however, it is necessary that the library and the bookstore should cooper-

ate in it. It is a little absurd to issue a list showing publishers' prices only when they differ so widely from the prices at which the books can actually be bought. Why should not the bookseller, working with the library, issue the list over his own name, putting in the prices at which he will supply the books, and making it a point to have the books in stock? An arrangement of this kind is very much more apt to be effective in promoting sales.

In many cases it should be possible to make the library's exhibit at the bookstore, where it can be seen by people who are in the buying mood. Here is an excellent opportunity for the library to advertise. The St. Louis Public Library, before moving into its present palatial building, used a temporary structure where it had six large plate-glass windows on the ground floor, overlooking a busy sidewalk, and used "these splendid display spaces for the exhibition of all sorts of tempting literary wares, with results gratifying to the head of the circulating department." When the library moved into its new building it missed the pulling power of those windows. With a cordial relation between the library and bookstore, it would often be possible to use the bookstore's display window for the library's advertising.

Practical cooperation is already an accomplished fact. Miss Cornelia Marvin, in a recent letter, says that the Public Library Commission of Oregon is trying to "coöperate with all bookdealers in the state, and make exhibits of books, and distribute lists at the fairs, Chautauqua assemblies, meetings of clubs, etc." You doubtless know of cases where the bookseller has furnished many of the books for the library's Christmas exhibit. A typical instance of cooperation is that of the Public Library of the District of Columbia, Washington, which, in holding its exhibit last fall of children's books recommended for purchase, sent its list in advance to the leading local booksellers for their criticism, and, after revision, returned the list to the booksellers with the request that they stock the books.

The public library of Peru, Indiana, went still further. The librarian reports: "We told our bookmen we would have a very attractive display of gift books for children at the library some time in November, and would be

happy to place the collection after the library display in their stores, if they would allow us to do so; that we would send someone from the library who *knew the books* to be in charge of the collection. In each book we wrote the price and grade to which it was suited. This proved a time-saver. The orders came, of course, and the merchants were delighted. So were we; for these men have always contended they could not sell the books we have suggested they put in."

The suggestion from Washington, that the library's list of books recommended for purchase should be submitted to the bookstore, is a practical and shrewd one. It is a simple fact that many books the librarian likes cannot be profitably stocked by the bookstore. Some of them are regarded by their publishers as text-books, and a discount of only one-fifth or one-sixth is allowed to the bookseller. This is not enough to enable him to stock the book. The bookseller's advice on cheap editions of good books is also valuable. And during a friendly discussion of such a recommended list, the librarian will have many opportunities to lay down principles and arouse enthusiasm for them. Enlist the bookseller in your war, and he will be an able ally, for he will fight for both pocketbook and principle, and has many opportunities for effective advertising that are denied to you.

The basis of any campaign must be knowledge of the facts. Many a bookseller to-day is eager for more knowledge of books. You can teach him a great deal if you once gain his confidence and friendship, and I am not sure that he cannot teach you as much. Some effort has already been made to use the library's knowledge of children's books in the stores. One Philadelphia bookseller has made the experiment of employing a young lady with library training as a special assistant during the Christmas buying season, and has been satisfied with the results. This is worth trying elsewhere. And it should be practicable for the juvenile clerks in many a large bookstore to take an hour or two a week during the quieter business months under the instruction of the children's librarian in the local public library.

Through coöperation the library may extend its influence to new fields. An eastern bookseller last fall made up an exhibit of children's books, which went, in turn, to three

private schools in his city. The school, in each case, displayed the books and invited the parents to see them, with excellent results to the bookseller. Why could not a city library reach in this way every private school, and perhaps many of the public schools, with fall exhibits of books furnished by the bookstores, the sales being promoted by printed lists showing actual prices?

Coöperation of this kind was shown recently at the annual conference of the Home and School League of Philadelphia. The Philadelphia Free Library prepared the exhibit of children's books, the publishers furnished samples, a local bookseller put on the retail prices, and the league printed and distributed the list to teachers and parents. The library does, of course, talk frequently to mothers in connection with its Christmas exhibit and at other times, and urges the formation of children's libraries of the right sort. But such work could be made doubly effective with the bookstore's coöperation.

If the public libraries of only one-half the towns in America, in coöperation with their local booksellers, would start next fall a campaign for better children's books, enlisting the clubs, churches, the teachers and good citizens of all classes, the public conscience could be awakened in one year to a realization of the evils of modern juvenile stories, and the present flood of bad books would be checked.

Does all this look too "commercial"? I hope we have learned in America not to let that word frighten us.

An article in *Public Libraries* for April, 1911, showed the right spirit. I'd like to shake hands with that librarian, who is said to have achieved results, but who remains modestly anonymous. She sent to the children in her town letters that appeared to be personal. They were in sealed envelopes, and were delivered by the public school teachers. The letters invited children to make lists of the books they would like to read. Good books to own were also skilfully suggested, and the children were invited to come and learn from the library how to earn money to buy them. She suggested neighborhood snow clubs to clean pavements by team work for pay, small gardens for flowers and vegetables, etc. And she was not afraid to sell the books herself. "New books," she said in her letter,

"will be ordered the first day of each month. Tell the librarian which book you want to buy, and she will have it ordered for you. You need not pay for the book until it comes."

Her explanation probably would be that there is not a good bookstore in her town. There must be very few cases where it would not be better not only for immediate results, but, on account of future development, to let the local bookstore, however meager, do the actual selling. But certainly, while the bookseller might feel that a librarian like this is treading on his toes, he can hardly accuse her of not having her feet on the ground.

There would seem to be no reason (except the length of a working day, you will say) why the library as an aid in the selling of good books should stop with juvenile publications. Miss Clara W. Hunt says: "Possibly the public libraries have made grown people feel less the necessity of owning their books, but I am positive that they have had the opposite effect upon thoughtful people who are guiding the reading of children." Is it true that through your labors grown people feel that private libraries are no longer necessary?

Miss Lucia T. Henderson, of Jamestown, N. Y., says, on the other hand: "I know of many books bought for the library which have met with so much favor that several copies have been subsequently bought by our readers—Browning and Shakespeare—topics such as South America, Italian art, poetry and technical books, as well as fiction and juveniles."

Miss Alice S. Tyler, of the Iowa Library Commission, says: "Often a book that is first read from the public library proves to be so acceptable and worth while to the reader that he desires to own the book."

A New England librarian commented, recently, on the fact that many patrons, upon being urged to buy books, naturally hesitate to do so because they have not had the opportunity to see them. And the same librarian comments on the fact that there is not a good bookstore in her own town. This may be partly the fault of the library itself, and this instance only illustrates again the futility of urging the buying of good books unless you take some practical means of bringing the book and the buyer together.

It is no doubt a matter of common observation that the library is often urged to pur-

chase expensive books by patrons who could well afford to own these books themselves, and the librarian is not a little indignant at having this cost forced upon him. Here again is a good reason for a close relation with the bookstore. Turn over such people to its tender mercies for the good of their souls and the lightening of your own burden.

Why should you not push home every argument for book owning by the confident statement that the way to examination and purchase is easy? A dealer in the west, who has enjoyed the benefit of active coöperation with the children's department of his local library, advertised last fall a selected list of books for a physician, a list for nurses, one for a mother, a suggestion of gifts to a clergyman, to a lawyer, etc. It never occurred to him or to the library that they might coöperate on lists of that kind also.

There are indicated here but a few of the ways in which the librarian and the bookseller may be mutually helpful. Once convinced that it is worth while, you will find many new opportunities for efficient public service. Whether you turn at all in this direction depends largely, as has been said, on how strongly you believe in private book ownership, and how far you are willing to go to achieve practical results. You can, if you will, have a powerful effect. With your intelligent coöperation, the handicap will be removed from many a town that has to-day no good bookstore. With your help, bookstores now hardly worthy the name will become powerful factors in progress, civilization and the awakening of civic pride.

And, finally, have you not a selfish reason—if library work is ever selfish—for seizing every opportunity to encourage bookbuying? When private ownership has been multiplied threefold, tenfold, or even a hundredfold, is it not safe to say that your importance will only be increased in direct ratio? You have surely nothing to lose. The student who cannot afford all the reference books, or the textbooks and periodicals in his field, must always come to you. The clubwoman, with her paper to prepare, and the high school lad, with his all-important debate subject, will still besiege you. Newark, N. J., and other wideawake libraries will still continue to operate translation bureaus and gather information for the use of local industries and enterprises. And

the poor, in spite of modern formulas for abolishing poverty, will probably be always with us.

But will there not also come with it all a tremendous widening in the influence of the library over a community that has learned to love and appreciate books, and needs the library as guide, arbiter and friend in choosing them and in making the best use of them? As William Wirt says, "Only a small percentage of our population are book-minded," and in spite of all your study progress and real achievement, you have as yet barely touched us—you libraries. Even so intelligent a community as that of Springfield, Mass., cannot claim more than one-third of its population as public library users. Baltimore's largest public library is said to reach only five per cent. of the city's people, and Boston library users are estimated at thirteen per cent. of the population. What would be the percentage if every Massachusetts family owned and loved and used Dr. Eliot's "five-foot shelf" in good editions, or Sir John Lubbock's "one hundred best books," or a list of twenty-five books that the Boston Public Library itself might prepare with due regard to the circumstances of each case?

So even to the library's continued growth and importance is it due that you should give effective aid to bookselling. You have not, I am sure, forgotten the words of that very practical citizen, who was both librarian and bookseller—Benjamin Franklin: "A borrowed book is but a cheap pleasure. To know the true value of books, and to derive the greatest benefits from them, a child should feel the sweet delight of buying them; he should know the preciousness of possession."

When the librarian and the bookseller, with Franklin's words as a common creed, shall stand shoulder to shoulder, there will be fewer but better books published, more good books owned and read, and greater prosperity for you both.

A FEDERAL LEGISLATIVE DRAFTING BUREAU

MR. LA FOLLETTE, on February 3, introduced in the Senate a bill providing for a legislative drafting bureau and a legislative reference division for the Library of Congress. The bill was read twice, referred to the Committee on Library, and reported by

Senator Root, with amendments, February 4. The amended text follows:

A bill to create a Legislative Drafting Bureau and to establish a Legislative Reference Division of the Library of Congress.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That there is hereby created a bureau to be known as the "Legislative Drafting Bureau."

Sec. 2. That the said bureau shall be under the direction of an officer, to be known as the "chief draftsman," to be appointed by the President of the United States, by and with the advice and consent of the Senate, without reference to party affiliations, and solely on the ground of fitness to perform the duties of the office. He shall receive a salary of \$7500 per annum, and shall hold office for the term of ten years unless sooner removed by the President upon the recommendation of the Judiciary Committee of both Houses of Congress, acting jointly.

Sec. 3. That there shall be in said bureau such assistants as Congress may from time to time provide. They shall be appointed by the chief draftsman solely with reference to their fitness for their particular duties.

Sec. 4. That public bills, or amendments to public bills, shall be drafted or revised by the said bureau on request of the President, any committee of either House of Congress, or of eight Members of the Senate or of twenty-five Members of the House of Representatives. The Judiciary Committees of both Houses of Congress, acting jointly, may, from time to time, prescribe rules and regulations for the conduct of the said bureau, including provision for drafting and revision upon such other requests as may be deemed advisable.

Sec. 5. That the chief draftsman shall submit annually to the Secretary of the Treasury estimates of the appropriations necessary for the maintenance of the said bureau, and shall make to Congress at the beginning of each regular session a report as to the affairs of the said bureau for the preceding fiscal year, which shall include a detailed statement of appropriations and expenditures.

Sec. 6. That the Librarian of Congress is authorized and directed to establish in the Library of Congress a division to be known as the "Legislative Reference Division" of the Library of Congress, and to employ competent persons therein to gather, classify, and make available in translations, indexes, digests, compilations, and bulletins, and otherwise, data for or bearing upon legislation, to render such data serviceable to Congress and committees and Members thereof and to the Legislative Drafting Bureau, and to provide in his annual estimates for the compensation of such persons, for the acquisition of material required for their work, and for other expenses incidental thereto.

UNIVERSITY LIBRARY EXPENDITURES

LAST month we printed in the report of the librarian of the University of Cincinnati a summary of an investigation made there as to the relative amounts spent by different colleges and universities in the purchase of books per student. We have received the results of another comparison of figures made by W. Dawson Johnston, librarian of Columbia Uni-

versity, on the basis of total library expenditure, and his table, which we print herewith, shows what proportion of university expenditures are devoted to their libraries and what is their cost per student enrolled. The figures are based upon the returns made to the United States Bureau of Education in the year 1908, are limited to institutions whose total expenditure exceeded \$250,000, and arranged in the order followed in the Bureau of Education reports.

Institution	Total endowment	Student enrollment	Library expenditures	Per cent. of total	Expenditure per capita
California University.....	\$1,770,920	3,305	40,600	.022	12.27
Stanford University.....	854,812	1,738	36,578	.042	21.04
Yale University.....	1,137,686	3,431	48,946	.042	14.20
Northwestern University.....	869,665	3,997	14,410	.016	3.60
Illinois University.....	1,408,762	4,376	51,568	.036	11.78
Indiana University.....	322,410	2,081	11,103	.034	5.41
Purdue University.....	428,159	1,805	7,343	.017	4.06
Iowa State College.....	425,121	1,684	5,365	.012	3.18
Iowa State University.....	572,479	2,315	11,260	.019	4.86
Kansas State University.....	405,939	2,044	13,350	.032	6.53
Kansas State Agric. Coll.....	366,806	2,192	6,020	.015	2.74
U. S. Naval Academy.....	820,728	854	9,500	.011	1.11
Mass. Inst. of Technology.....	537,196	1,415	10,985	.020	7.76
Harvard University.....	2,386,424	4,012	114,165	.047	28.45
Michigan University.....	1,123,910	4,554	55,601	.049	12.20
Michigan Agric. Coll.....	407,547	960	4,340	.010	4.53
Minnesota University.....	1,424,984	4,159	37,931	.026	9.12
Mississippi Agric. Coll.....	379,522	1,005	5,056	.013	5.03
Missouri University.....	639,196	2,536	21,687	.033	8.54
Washington University.....	585,328	1,744	10,609	.018	6.08
Nebraska University.....	667,526	3,237	23,046	.037	7.11
Nevada University.....	291,015	347	3,700	.012	10.66
Dartmouth College.....	496,962	1,218	14,555	.020	11.11
Princeton University.....	411,010	1,101	41,947	.101	32.24
Cornell University.....	1,421,165	3,734	49,840	.035	13.34
New York City College.....	494,000	3,921	4,712	.009	1.19
Columbia University.....	1,777,545	2,901	70,650	.044	26.61
New York University.....	408,315	3,418	9,330	.022	2.69
Syracuse University.....	1,096,163	3,081	14,054	.012	4.56
U. S. Military Academy.....	1,148,492	507	14,684	.012	28.06
Cincinnati University.....	255,377	1,264	10,843	.042	8.57
Western Reserve University.....	298,799	914	11,278	.037	12.33
Ohio State University.....	727,869	2,256	20,750	.028	9.20
Oberlin University.....	265,525	1,848	10,661	.040	5.76
Oklahoma University.....	300,503	743	3,043	.009	4.00
Pennsylvania University.....	1,084,015	3,031	30,084	.036	10.16
Pennsylvania State Coll.....	507,051	1,151	7,800	.015	6.77
Brown University.....	406,029	625	34,646	.085	37.42
Clemson Agric. Coll.....	289,190	690	1,000	.006	2.72
Texas University.....	259,230	2,287	12,685	.048	5.51
Texas Agric. Coll.....	346,495	576	719	.002	1.27
Virginia Polytechnic.....	255,016	546	2,454	.009	4.49
Virginia University.....	502,000	1,106	18,452	.036	11.27
Wisconsin University.....	1,149,557	3,585	50,670	.044	14.17

WORK AND READ

DOES THE ARTISAN APPRECIATE GOOD LITERATURE—YES!

THE artisan—and I happen to know him well—is not such a dull fellow as some people would have us believe. With the exception of those who are sons of well-to-do folk, and who, in consequence, have received a more or less sound educational grounding, artisans are too often thought to be incurably ignorant, and quite incapable of appreciating anything better in the literary line than the sporting journal and the most sensational newspaper.

Now, though artisans in general have only had the benefit of an ordinary board school education, it does not necessarily follow, as

superficial judgment indicates, that they have no appreciation of, nor love for, the best in literature. If one would know the full richness of the man in this capacity, as in that of others, one must eat and drink with him; in fact, live the daily round with him, year in, year out.

To have done so has been my fortune, and with the knowledge of facts in my brain, I can safely assert that the craftsman is no dullard. He may be no genius, but neither is he a blockhead; he may not be highly educated in the scholastic sense, but neither is he sprawling in ignorance.

I have known several who knew something about Latin, some who read and spoke French, and others, again, who were well versed in

sociology, in science, or in philosophy; indeed, I once had an artisan in my employ who gave me a lucid and accurate summary of Nietzsche's philosophy in a few minutes—but, of course, such men are not typical of the majority. Nevertheless, though the latter statement must be granted, the fact need not be deplored; for, apart from bread-winning considerations, such knowledge and such studies are not particularly favored by any other class, and, at any rate, be he student or not, the artisan is almost always a reader, and has generally the capability for appreciating the best literature.

To say so in sober print may seem somewhat absurd to the man whose knowledge of the craftsman's literary taste is founded on seeing him read the "spicy" newspaper, but without bother I could bring a multitude of facts to defend the assertion. Moreover, such reading is no proof that the artisan lacks the power to appreciate good books; nay, when one comes to know him intimately, one finds that this seeming lack is due to his not knowing what to read more than to anything else.

The truth is that literature, whether in the form of fiction, poetry, or drama, is appreciated as much by him as by other members of the community, and when his reading falls below zero in regard to the classical attainment of the authors read, as I regret it often does, this is because he has not been taught what are the books most worth reading—what are the books, the great books within the domain of the literature of power.

But—and this is the point worth noting—it is only necessary to give him a great book and a mediocre one to find that he will almost invariably prefer the former. How this comes about in his case and not in others that might be mentioned is another question, and may be answered as the reader will. Suffice it for me to prove my case by citing a few facts drawn from many within my personal experience.

For instance, some years ago I lent two or three of Shakespeare's plays to a young artisan, without any knowledge whether he would read them through. To my surprise, he came to me shortly after, wishing to know which plays he should read next; he had enjoyed those lent him so much that he wished to buy some, but was not sure which were best worth buying. "Ah," he said, "I wish I had known years ago that Shakespeare's books were so good. I know now what I've been missing." He was a very intelligent fellow, but, poor man, he had been reading worthless rubbish for years, and not till then did he see the force of getting what had been vaguely known to him as the best literature.

The same man, I may add, had also "The cloister and the hearth" on loan, and on concluding the reading he threw the book on the table, exclaiming, as he did so, "I don't know how any man could manage to write a book like that! It's simply wonderful!" Needless to say, some weeks later the beginnings of a

library were formed by him with Shakespeare and Charles Reade.

Again, I knew another artisan who was quite enamored with what is, perhaps, the most tantalizing of Meredith's novels, "The egoist"; while still another appreciated Hardy, and acclaimed his "Pair of blue eyes" to be a work *par excellence*, the most interesting book he had ever read. Neither of these men had previously read good books, but on their being introduced to those great writers they at once saw their past folly.

As amusing, however, as any of the discoveries of the unguided literary instinct of the artisan, is the case of two house painters who were working in a nobleman's library in the west of Scotland, and found there Fitzgerald's edition of "Omar Khayyám." It was during their meal hour; so the book was pulled out and looked into. The first verse was attractive, the second not less so, with the result that every dinner hour saw the men in the room before recommencing work, the one reading to the other. The nobleman's edition was a sumptuous one, and when the job was finished the men were in perplexity with regard to parting from their favorite, and ventured to speak to me on the subject. Each wanted a copy of the poem, but the cost!—ah, that was the drawback. Straightway, to their delight, I guided them to one of the many cheap reprints.

Still another craftsman I knew was devoted to Goethe, Tennyson, Shelley, Burns and Keats, and almost every good piece of literature he could procure. Speaking of Goethe, reminds me of an older man, twice married and with a large family, who appreciated to the full "Faust," "The sorrows of Werther," and similar works. More than once I dropped in upon him in his reading, but always found he had some exclamation of pleasure on his lips; indeed, this was so marked that I felt he was one for whom the best literature had an irresistible charm. When reading Shakespeare he seemed to inhale the very spirit of the great Elizabethan age, and he was wont to say with a headshake, "Ah, those were the good old days. Fine to have been alive then!"

But perhaps that is enough. Let it just be said that the facts I have cited point with no uncertain index to the appreciation of good literature by a large class of hand workers, and that though their appreciation may, strictly speaking and to the literary critic, be little more than mere enjoyment, it is none the less of much significance.

After all, too, though the delicate literary craftsmanship of a Stevenson, a Hardy, and a Tennyson may often be lost on the average artisan, it does not matter much. Great literature is not merely a matter of technique; it is an appeal to the soul of man, and it is in this latter way that it mostly attracts the class spoken of—truly not an ignoble way, if not the æsthetic and learned way.—JAMES H. GALLOWAY, in *The Book Monthly*.

THE CHILDREN'S LIBRARY OF STOCKHOLM

THE opening of a library for children in the city of Stockholm marks a significant step in progress toward an international development of library work with children. The idea of establishing a children's library in Sweden originated with Dr. Valfrid Palmgren, who was sent by the Swedish government to visit public libraries in the United States in the fall of 1907. Dr. Palmgren spent about three months in this country. On her return to Sweden she at once began an active campaign of writing and lecturing and instruction of those who have since assisted her in developing public library work in Sweden.

The Swedish Government has printed two reports prepared by Dr. Palmgren as a result of her investigations. The first was descriptive of the work in American libraries. The second dealt with plans for public libraries to be developed in Sweden. Without waiting to finish these reports Dr. Palmgren gave several courses in library instruction and applied herself to the task of raising sufficient funds to equip and maintain a children's library until such time as it should justify its existence. In December, 1911, the Children's Library of Stockholm was formally opened with a collection of about two thousand books on open shelves, with tables and chairs made according to measurements taken in America, and with a staff of assistants selected and trained by Dr. Palmgren herself.

It may be of interest to other children's librarians to know that I visited the Children's Library of Stockholm last August and found it in every respect a model children's room, complete in equipment—including a very clearly written card catalog—and most attractive in arrangement and decoration. It is well situated in a shopping district and occupies the floor above a shop known as the London Bazaar where one was tempted to linger by most fascinating Swedish dolls and wooden toys. A walk through the neighboring streets revealed the accessibility of the library to many classes of children.

From my talks with the children's librarian, and later with Dr. Palmgren, I learned that certain problems of a children's library are about the same in one country as in another. There, as here, it had been necessary at times to limit the use of the room to prevent overcrowding, the reference work among school children was growing steadily and there was very lively interest among parents and teachers concerning the selection of books for children. In Sweden, as in other European countries, there is a notable lack of children's books classified as non-fiction. It was the belief of the children's librarian that very much more non-fiction would be read if the books existed in a form attractive to boys and girls. Adult non-fiction was read to some extent, but not nearly to the extent

that it is read in this country, where books of non-fiction written for children serve as a direct stimulus of interest in non-fiction written for adults.

Requests have come from Sweden and other countries for advice as to books suitable for translation, especially for books dealing with American history, travel and description, citizenship, mechanical and scientific subjects, and amusements.

Translations of "Little women," "Little Lord Fauntleroy," "Tom Sawyer," and other American stories are very popular.

The educator of the European child who is to remain in his own country presents a very different problem to the children's librarian than is presented by the average teacher of the immigrant child who is to be made into an American in our own public schools. Graded lists and formalized instruction are of very little use in dealing with this problem. Out of the needs expressed by visitors and out of the experience now gathering in other countries, as well as our own, we should be able to accomplish some bibliographical work of very considerable interest.

We have done the pioneering in establishing children's libraries. The challenge is now given to show what we have done and are doing and are going to do with the children's books we have placed in those rooms, both in relation to our communities and to those of other countries. It is at once the most inspiring and the most difficult stage of development in the work. Probably no one of us will attempt to answer the question of a young woman who asked what statistics could be furnished by American libraries as to the *moral value* of children's reading. Work with children as well as special literature for them has always been haunted by the moralist, the didacticist or the sentimentalist, but there has never been a time when the standards of human interests and requirements in different countries offered so strong an antidote to these sources of weakness, nor so vigorous an incentive to the production and uses of more robust literature and art.

ANNIE CARROLL MOORE.

ARE THE CLASSICS READ?

THE City Library of Springfield, Mass., experimented recently to see if modern readers are really as dull mentally as their supposedly neglectful attitude toward the classics would imply. Once give the classics the advantage of at least as much bulletin notice as that given recent fiction, and let us see what will happen, was the librarian's fair-minded scheme. This is how it worked:

"Last May the city library placed in its delivery room a selection of more than one hundred classics in English form. These included some of the most famous writers of all ages and countries—Homer, Plato, Horace, Dante, Goethe, etc. They were plainly labelled 'clas-

sics' so that there should be no misunderstanding as to their character. Newspaper notices called attention to the books, but aside from this they were not advertised in any way.

"From the first the collection was a pronounced success. It seemed to attract all classes of readers. Young and old, rich and poor, men and women, could be seen standing in front of the case and examining the volumes. In a month so many of the books were in circulation that it was found necessary to replenish the supply. When in the fall the volumes were sent back to their places in the stacks, only two had not been taken out by readers. Curiously enough one of these was a most readable work—Trevelyan's 'Life of Macaulay.' The other was Leigh Hunt's 'Essays.' Many of the books showed a surprising popularity. The 'Odyssey' was drawn eight times; Dante's 'Divine comedy,' seven times; Epictetus, six; Rousseau's 'Emile,' six; the 'Rubaiyat of Omar Khayyam,' six; Molière's plays, six; Plato's 'Republic,' four; Goethe's 'Faust,' four. A number of books for which the library attendants are seldom asked circulated freely. Thus Malory's 'Morte d'Arthur' went out four times; More's 'Utopia,' six; 'Little flowers of St. Francis of Assisi,' seven; Pliny's 'Letters,' three. Among more modern writings some of the favorites were Carlyle's 'Sartor resartus' with a record of eight circulations; Borrow's 'The Bible in Spain,' eight; Amiel's 'Journal,' six; Cellini's 'Memoirs,' four; and Newman's 'Apologia,' four. The English poets made a very good showing with six circulations for Shakespeare, five for Spenser's 'Faerie queene,' four for Scott, four for Browning, three each for Tennyson, Burns, Byron, and Keats, and six for Rossetti. The English essayists, including the older ones—Bacon, Addison, Lamb, and the moderns—Arnold, Ruskin, Emerson, Pater, etc., were frequently chosen. Since many of these books were taken for four and six weeks and a considerable number for even longer periods on the summer vacation privilege, it will be seen that the great majority were in practically continuous use; in fact, there was seldom more than a scanty supply to be found on the shelf.

"While placing this comparatively small number of classics in a prominent place undoubtedly increased their circulation, it does not by any means follow that they would not have been borrowed otherwise. There is a steady call for most of these works year in and year out. It was a noticeable fact that when the books for the collection were brought together, in many cases it was difficult, and in some impossible, to find a copy that was not shabby from use.

"Not content with this excursion into the business of booming the classics, the librarian investigated the regular normal circulation among his old masters. For larger libraries with larger reference departments, a fair average circulation, aside from fiction and juveniles, is one issue a year for each volume owned. A selection of classic titles was in-

vestigated, exclusion of books likely to be taken out by school children for supplementary reading, and the following figures show some of the data discovered:

"From May, 1911, to May, 1912, the library's various copies of the 'Odyssey' in English went out twenty-two times; Goethe's 'Faust' twenty-six times; Plutarch's 'Lives,' twenty-one; Dante's 'Divine comedy,' twenty. Some of the others stood as follows: Rousseau's 'Emile,' fourteen; the 'Rubaiyat of Omar Khayyam,' twelve; Byron's 'Poems,' twelve; Pope's 'Poems,' twelve; Spenser's 'Poems,' eleven; Chaucer, eight; Molière's 'Plays,' seven; Rossetti's 'Poems,' seven; Bacon's 'Essays,' nine; Carlyle's 'Sartor resartus,' seven; the 'Niebelungenlied,' five; 'Little flowers of St. Francis of Assisi,' five; Cellini's 'Memoirs,' four; 'Confessions of St. Augustine,' three.

"In very many instances these records show less than the actual number of circulations because the slips containing the charging records had become filled and been replaced. But the figures given above clearly indicate that the classics, far from being dead, are, so far as the public library use is concerned, considerably more than holding their own with the other books, for the whole list circulated more than seven times as often as the average. It must also be borne in mind that these are the books most likely to be found in private homes and so less frequently sought at the public library. Often men and women who go to the public library for the latest biography, travel, or essays, turn to their own books when they wish for a quiet evening with the masters of literature.

"It is impossible for any one to say how much the classics are read, but that they are not so much neglected as some people think is capable of proof. Since even moderate effort to promote their use is attended with so much success, the library feels encouraged to turn still further energies in this direction. It is planned to repeat the experiment another year, when special pains will be taken to furnish clean and attractively bound copies of the books."

A. L. A. EXECUTIVE BOARD

The committee on nominations, of which Judson T. Jennings is chairman, includes, besides the members noted in the February LIBRARY JOURNAL, Miss Clara F. Baldwin.

LONDON AGENCY

THE American Book Import Business and the Subscription Agency for American Periodicals, conducted for many years past by Kegan Paul, Trench, Trubner & Co., Ltd., of London, has been transferred to and amalgamated with the American Book Agency of Arthur F. Bird, of 22 Bedford Street, Strand, from which address the business will in future be conducted. The foreign subscription business of the LIBRARY JOURNAL will hereafter be handled by this firm.

OUR NATIONAL ARCHIVES

ACCORDING to an article by W. G. Leland in the *American Historical Review*, the United States, although lavish in appropriations for the purchase of historical papers and for the publication of historical documents, has signally failed in the duty of preserving and rendering accessible the national archives. This article is devoted to a review of this failure and its consequences, and a consideration of the remedies to be adopted.

The archives of the federal government, consisting of letters, orders, reports, accounts and other documents produced in the course of transacting the public business, are of inestimable value. They constitute the chief protection of the state against unfounded or ill-founded claims, are principal source for argument in international discussion, are the basis on which titles to millions of acres of land are founded, and have immense historical value. Mr. Leland considers some of the archives of the various active departments most interesting historically.

The custody, use and preservation of these records is in charge of the head of each department, who is required by law to furnish facilities for study and research to scientific investigators. But the astonishingly rapid accumulation of archives and the failure of Congress to provide a place for them have brought about a disastrous state of congestion.

The archives are now "in cellars and sub-cellars, under terraces, in attics and over porticos, in corridors and closed-up doorways, piled in heaps upon the floor or crowded into alcoves; this, if they are not farmed out and stored in such rented structures as abandoned car-barns, storage warehouses, deserted theatres, or ancient but more humble edifices that should long ago have served their last useful purpose."

The danger from fire is an ever-present one. Damp and dust, extremes of temperature, lack of ventilation and rough handling are destroying many priceless documents. Autograph hunters, searchers for revenue stamps, and other vandals have made serious depredations. Many papers are hopelessly lost. The student finds documents and classification in a chaotic state. Most historical students, as a consequence of this condition, prefer to carry on their investigations in London, Paris or the Hague.

The two remedies so far attempted by Congress—the destruction of "useless papers" and transfer of especially valuable records to the Library of Congress—are alike inadequate. Moreover, the dangers of unwise destruction on the one hand, and of the disintegration of a series of archives on the other, are apparent. The present method of storage of records in rented buildings increases fire danger, obstructs the transaction of public business, and is extravagant.

"The two essentials for a satisfactory sys-

tem are an archive administration and an archive depot. The former should be a branch of the government service closely connected with all the other branches, and to a certain extent controlled by them. The latter, however, is the core of the situation."

The site of the building is the first matter to receive attention. This must satisfy the requirements of size, security and convenience. Since additions will be an inevitable necessity, the location must be such as to admit of these enlargements. Contiguity to other government offices is not considered essential in Europe, since, by use of the telephone and pneumatic tube, records can be supplied as quickly as though they were located in the same building.

The building should have a capacity of 3,000,000 cubic feet, and enlargements should be made before they are actually needed. Externally, it should be in harmony with the public buildings erected in Washington within the last ten years. For the inner structure, suggestions might be gained from the Hague, Rotterdam, Breslau, Berlin, Vienna and other European models.

The building should undoubtedly be of the type in which storage is provided for by a stack, rather than of the type made up entirely of rooms of varying size. The stack, or stacks, consisting of a steel framework carrying shelves, extending from the foundation to the roof and divided by platforms into stories, should be separated from the rest of the building by fire walls with steel doors. Within the stack should be elevators, a vacuum-cleaning system and ample electric light. Ventilation and heating systems should insure an abundance of air and even temperature.

In the rest of the building, provision must be made for the offices of the administration, for the workrooms of employees where archives will be received, repaired, inventoried, etc., and for accommodation for those who wish to use the archives. Two rooms, preferably, should be provided, one for official consultation and one—accommodating about a hundred workers—for students. Two or three small rooms, where typewriters could be used by students, might also be provided.

The control of records should be in the hands of a board or commission of the archive building, rather than legally in the custody of the same officials, as at present.

An archivist, or keeper of records, should be at the head of the archive depot. Under him would be the entire personnel of the depot.

Private archives and historical manuscripts should not be placed in the archive depot. The question of which public archives should be transferred to the national archives and which retained in the offices would be determined by the extent to which the records are used in the transaction of current business.

All papers should be filed flat. Probably a system of loose filing in folders or port-

folios would be found most desirable. Useless papers should be weeded out, and their immediate destruction assured.

No decimal system of classification, no purely chronological or alphabetical arrangement can be successfully applied to the classification of archives. The administrative entity must be the starting point and the unit, so that the processes by which the records have come into existence may be made clear.

A general guide should be prepared, enumerating the various groups or series of records, indicating series, title, number of volumes and limiting dates, but no further details. The next step is the preparation of inventories of the contents of the different series. Then we may expect that calendars of certain of the more important documents will eventually be published. The exploitation of the archives by the publication of groups of documents would perhaps not be a proper function of the archivist. Rather, it should be left to the various historical agencies of the country.

The use of the archives by officials might be facilitated by the transfer to the depot of certain offices, the principal function of which is to search the records. Or these offices might be abolished, and the function performed by a special corps of archive employees.

With regard to the use of the archives by students, lawyers and others, it would be necessary to formulate regulations. A satisfactory procedure would be to establish a chronological line on the earlier side of which any investigation could be made without the obtaining of special consent, but on the later side of which each case should be treated on its merits.

"The very absence of a system and of a building," says Mr. Leland, "leaves us *carte blanche* for arrangements marked by ideal excellence. Why should the nation not have the best of all national archive buildings? Is it not incumbent upon all who cherish our history, and who desire that the rightful heritage of future generations shall pass to them unimpaired, to urge vigorously upon Congress the performance of this long-neglected duty, the meeting of this pressing problem by an ideal solution?"

THE METHODS OF NEWSPAPER LIBRARIES

When the plans and equipment of the Pulitzer School of Journalism were being discussed, the question of a library came up, and though libraries were searched for information, nothing very pertinent could be found. Accordingly, Mr. Frederick C. Hicks, of the Columbia University Library, made a study of the chief newspaper libraries in New York, and put on record his observations in the *Educational Review* for September, 1912.

Out of nine offices visited by Mr. Hicks,

seven have organized libraries and two have none. Six of the collections are in charge of persons called librarians, but only two of them have had previous library training of any sort. In all but three cases the custodian has other duties. Newspaper libraries are perfectly independent, and have worked out their own needs. Much can be learned from their methods, and doubtless will when the Special Libraries Association comes more in touch with them.

Two points newspaper librarians agree upon—the size of the library and its essential character. "The libraries range in size from about 2000 to 15,000 volumes, and it is the common opinion that when a library reaches the number of 5000 volumes it is time to weed it out. Of course, there are many reasons entering into this conclusion, and not the least of these is the difficulty of finding space for a large library; but even more important to busy men is the fact that large collections are apt to become unwieldy. . . . The proper size of these libraries must be determined, however, chiefly by their necessary character; and it is agreed that they should be reference libraries, pure and simple. . . . 'A newspaper library,' said a city editor, 'should be divided into two parts, and these parts should be separately grouped. The solid, reliable books, containing arguments pro and con, from which you can at leisure dig out the facts, should stand by themselves.' But the 'hair-trigger' books, which you use when in five minutes you tear the heart out of a subject and send your copy to the linotype while the presses wait, must be literally within arm's reach. The rest of the library may be a block away, either vertically or horizontally, and still be useful."

"Hair-trigger" books are for the most part in one volume appearing yearly, and contain information in its most condensed form. Newspaper almanacs, such as those issued by the *New York World*, the *Tribune*, *Chicago Daily News*, and the *London Daily Mail*; nobility lists of foreign countries, "Who's who" of various sorts, social registers, army and navy lists, commercial handbooks, legislative manuals, yearbooks and reports, are among the best-known. The division into two groups in fact corresponds to the division of the journal itself, into news and editorial sections.

CLASSIFICATION AND CATALOG

"The Dewey classification is the only systematic scheme with which the newspaper libraries visited are familiar. In one instance the call numbers are affixed in library fashion, on both cards and books, and in another the numbers are written in the books, although there is no catalog, the classification having been made in the busy librarian's odd moments by the aid of the Pittsburgh printed catalog. In all other cases the books are devoid of call numbers, and the grouping is that which seems most natural to the libra-

rian. In three instances there is a dictionary card catalog. In one of these the Library of Congress cards are in use. One library has printed in a little booklet of 46 pages a rough list, loosely classified, of the most important books, with their location in the building. In every instance the need of a systematic catalog and classification is admitted, but these have thus far been impossible on account of lack of time and technical skill.

ADMINISTRATION

"In all but four cases, the administration of the library apparently has been given little or no attention; but the variations in method employed by these four raise this question of policy: 'Is it possible to allow free access to the shelves, or must the library proper be shut off from the readers, who therefore, will depend on the librarian not only to find books for them, but to search out the precise bit of information desired?' The methods used vary from complete open access to brass gratings and stern guardianship."

CLIPPINGS

In only three libraries are the clipping files coordinated with the books; in the other four they are either in the news or city room or nearby. The morgue, or obit, department contains primarily biographical clippings and obituaries of famous people already in type, but its scope has been extended to include all other subjects. In three instances only does the morgue require the whole time of one or more persons. The character of the custodian ranges from the scholar on Polynesian languages, who is general literary adviser to all newswriters on his paper, down to boys whose duties are purely mechanical. Clippings are selected by the person in charge and filed by assistants.

"The furniture in which the clippings are filed varies from antiquated wooden drawers to modern wooden or metal filing cabinets and steel shelving constructed to hold a special size of envelopes. There is no uniformity in the size of the manila envelopes, but the favorite approximates about $4\frac{1}{2} \times 8$ inches. These either stand on end or lie on their sides, depending on the filing cabinets chosen. Usually the envelopes are arranged alphabetically, according to the subjects written or typed upon them. In most morgues, the envelopes were originally arranged by number, and an alphabetical card index was kept. The general opinion is, however, that the arrangement is cumbersome and that the morgue would be absolutely useless if the index were lost." There is only one instance of co-operation between the morgue and the library proper, where there is a system of cross-references to the books. The simple system serves chiefly because of the detailed knowledge of the custodian. Some of the expedients used are not according to accepted library conditions; for instance, in one morgue, among the one hundred envelopes headed

Roosevelt, is one containing the cross-reference "See liars." Under this heading are ten or fifteen envelopes of clippings about the members of the Ananias Club.

In every newspaper office the value of systematic subject headings is recognized, but only two have had time to prepare them.

WEEDING OUT

"No less important than the selection, care and arrangement of the clippings is the problem of keeping the morgue free from useless material. Quite general is the practice of removing from the current files the envelopes containing clippings about persons who have died. For less important persons the clippings are destroyed, but persons of great prominence still live in the morgue. . . . In only one case was there a system for weeding out clippings other than biographical. This lack of system results either in the accumulation of useless material, or in the destruction of clippings which later are sadly needed."

There are two types of morgues between which newspaper librarians must decide. The largest development of the older type of morgues is seen in a collection made up of about 125,000 envelopes, each containing fat bunches of clippings. The accumulation dates from 1889, since which time no clippings have been destroyed. The total of items must run into the millions. A file of cuts and proofs and one of photographs, etc., which may be of future use to the paper are also kept.

The second type of morgue differs from others in filing each item separately. When its present work of reorganization is finished it will be made up as follows: All short clippings, as at present, will be pasted on cards and arranged alphabetically. Clippings too long to paste will be kept in thin envelopes or indexed to the bound volumes of a paper. There is to be a file of cuts and an index to them. There will be only two places to look for an item or a reference to it—the biographical file and the file for all other subjects. The separate treatment of each item makes the morgue an approximate index to the papers clipped, and an accurate and sole index of the paper itself. The clippings are weeded out daily.

BOUND FILES OF NEWSPAPERS

The success of the second type of morgue described above depends on the maintenance of indexed and bound files of newspapers.

"Of the papers visited, three maintained bound files of their own paper only. All of the others had rather extensive files of bound newspapers. One paper formerly had a large collection of bound files, but has transferred to the New York Public Library all volumes of New York newspapers, except its own, of which only those since the year 1881 are retained."

It is usual to bind only the morning papers, presuming that all important news will be found in them. New York newspapers run

to so many editions that it is impossible to bind complete copies of each edition; so a composite volume is made of the last edition and the subsequently altered pages from earlier ones.

INDEXES

Only four New York papers have ever issued printed indexes: the *New York Tribune*, 1875-1906; *New York Times*, 1894-1905; *Brooklyn Daily Eagle*, 1891-1902; *Evening Post*, 1908-date. There are three substitutes in use: the morgue itself in either of the forms described; a system of either cards or loose-leaf indexes, bound in books by subjects; and an especially satisfactory but expensive complete index, bound once in two years. The entries are typewritten on special machines, and three copies are made. Eight men are continuously employed on this index.

SYSTEMATIC TRAINING FOR OBTAINING INFORMATION*

THE library has a twofold purpose: to provide enjoyment and to provide information. Whoever comes to the library in search of recreation should receive the highest and the best. Whoever seeks information should find it with the least expenditure of time and energy. In an experience extending over a number of years in a normal school library, I have found that the students who come to us, although graduates of high schools and coming from towns where there are good public libraries, know nothing of the resources of the library. When it comes to investigating a subject they spend more time in looking up a reference than in reading it after they find it. Many high school pupils do not know the resources of the *New International Dictionary*, to say nothing of the encyclopedias, year-books, almanacs and various hand-books. Most students have a slight acquaintance with a card catalog; but *Poole's Index*, *Readers' Guide* and other magazine indexes are strangers to them.

I believe that a librarian is neglecting a very important part of her duty if she does not give to such students systematic training in the use of the various tools of her trade. This knowledge of where to look for information on any given subject is of far greater importance than much else that is required in the school curriculum. The library is the laboratory of the school. The students are no longer confined to one text, but must use many books in the preparation of a single lesson. It is of the utmost importance that early in their school course they be taught the essentials of reference work; the use of dictionaries, encyclopedias and a few special reference books, the card catalog, the periodicals and their indexes.

* Reprinted from *The Western Journal of Education*, for March, 1912.

In the Milwaukee Normal School, one of the first things we do for new students is to give them systematic training in the use of the library. The "course in reference work," as it is called, is now required of all students, and is given the first quarter of the first year. Our aim is to familiarize students with the resources of the library so that they will know the most likely source of information needed in the preparation of each day's work. The course consists of ten lectures, one each week, with practical problems following each lecture, and covers the following points:

Lesson 1. Classification and arrangement of books in the library.

- a. Classification.
 1. System used.
 2. Author marks.
 3. Work marks.
 4. Call number.
- b. Arrangement.
 1. Alphabetical arrangement of classes.
 2. Diagram of floor space.

Lesson 2. The card catalog.

- a. Explanation of card catalog.
- b. Forms of cards.
 1. Author card.
 2. Title card.
 3. Subject card.
 4. Subject analyticals.
 5. Author analyticals.
 6. Editor and translator cards.
 7. Cross-reference cards.
 8. Bibliography cards.
- c. Practical problems in using the card catalog.

Lesson 3. Periodicals.

- a. Value.
 1. As current literature.
 2. For reference work when bound.
- b. Characterization.
 1. Scope of magazine.
 2. Value for reference work.
 3. Value for current reading.
 4. Literary value of fiction.
 5. Is it radical, conservative or un-biased?

Lesson 4. Periodical indexes.

- a. Value.
- b. Method of compiling and arranging material.
- c. Practical problems in use of *Poole's Index*, *Readers' Guide*, *Children's Catalog*, etc.

Lesson 5. Reference books.

- a. Definition.
- b. Dictionaries—merits and characteristics.
 1. Webster's *New International Dictionary*.
 2. *Century Dictionary*.
 3. *Standard Dictionary*.
- c. Encyclopedias—merits and characteristics.
 1. *New International Encyclopedia*.
 2. *Encyclopedia Americana*.
 3. *Encyclopedia Britannica*.

d. Biographical reference books.

1. Century Cyclopaedia of Names.
2. Lippincott's Biographical Dictionary.
3. Allibone's Dictionary of English Literature and English and American Authors.
4. Moulton's Library of Literary Criticism.
5. Warner's Library of World's Best Literature.
6. Who's Who, annual.
7. Who's Who in America, biennial.

c. Year-books and biennials.

1. Statesman's Year-book.
2. World's Almanac.
3. Tribune Almanac.
4. New International Year-book.
5. Wisconsin Blue Book.

(Brief summary of the contents of each book given, and practical problems in the use of each.)

Lesson 6. Miscellaneous reference books.

- a. Lippincott's Gazetteer.
- b. Century Atlas.
- c. Bartlett's Familiar Quotations.
- d. Harper's Dictionary of Classical Literature and Antiquities.
- e. Harper's Book of Facts.
- f. Chamber's Book of Days.
- g. Larned's History of Ready Reference.
- h. Baldwin's Dictionary of Philosophy and Psychology.
- i. Grove's Dictionary of Music and Musicians.
- j. Monroe's Cyclopaedia of Education.
- k. Bailey's Cyclopaedia of American Agriculture.
- l. Granger's Index to Poetry and Recitations.
- m. Salisbury's Index to Short Stories.

(Brief summary of the contents of each book given, and practical problems in the use of each.)

Lesson 7. Test of the pupils' knowledge of the books used in lessons 5 and 6. Do you know where to turn on a moment's notice to the book giving the answers to the following questions?

1. Who are the members of the President's cabinet?
2. What do the following abbreviations mean: *ibid.*, *anon.*, *pseud.*, *S. P. Q. R.*?
3. In what work of literature does the "Old man of the sea" appear?
4. Who is Governor of Ohio? Where was he born?
5. Answer the following questions about Brazil:
 1. Kind of government.
 2. Present officers.
 3. Exports.
 4. Education.
6. Who is the present secretary of the navy?
7. In what books are the following

characters: Ichabod Crane, Rosalind, Mr. Micawber?

8. What is the national debt of the United States?
9. What is the size of the standing army of the United States? Of Germany?
10. Find explanation of the following expressions: "to bell the cat," "horn of the dilemma," "beating about the bush."
11. What is the annual number of emigrants to the United States?
12. Who is the diplomatic representative of the United States to Great Britain?
13. What is the origin of Hallowe'en?
14. Where did we get the expression, "Almighty dollar"?
15. What was the total number of deaths due to football in 1909?
16. What are the seven wonders of the world?
17. What is the origin of Arbor Day, Star Spangled Banner?
18. Find the author and the correct form of the quotation, "The proof of the pudding is in the eating."
19. Who or what is, or was, Bluebeard? The Doomsday Book? Sinbad?
20. Which encyclopedia gives the fullest account of Queen Elizabeth?
21. Which encyclopedia gives the fullest account of Wisconsin?
22. Compile a complete bibliography, as far as the resources of our library go, on "Wireless telegraphy."
23. What works of Dickens have we in our library? What works about Dickens?
24. Where will you find a criticism of "Old Curiosity Shop"? "The Iron Woman"?
25. What pictures have we in our collection that would be interesting to a class studying "Longfellow"? A class studying "Lumbering"?

Lesson 8. Public documents.

- a. National publications helpful to teachers.
- b. State publications helpful to teachers.
- c. City publications helpful to teachers.

Lesson 9. Pictures.

- a. Sources.
- b. Methods of classifying, filing and cataloging.
- c. Value in school work.

Lesson 10. Debating.

- a. Books on debating.
 1. Brooking & Ringwalt's Briefs for Debate.
 2. Matson's References for Literary Workers.
 3. Craig's Pros and Cons.
 4. Ringwalt's Briefs on Public Questions.

5. Debater's Handbook Series.
6. Pearson's Intercollegiate Debates.
- b. Preparation of a bibliography.
- c. Special bibliographies.
 1. Wisconsin Free Library Commission.
 2. Library of Congress.
 3. Bulletin of Bibliography.
 4. Libraries throughout the country.

By the time we have completed the course the student has a working knowledge of the resources not only of our library, but of every library which he will have occasion to use in the future, for he has had the fundamentals of reference work.

Many normal schools give a course similar to the one I have outlined, but we are not reaching the great number of boys and girls who do not continue their education beyond the high school, or possibly the eighth grade. If we want our libraries to be a great continuous means of education through life, it is for us to see that the high school boys and girls get this fundamental training in the use of the library. Of course, the proper place for this instruction is in the school, but too few high schools are equipped with a good working library. Many high schools send their pupils to the librarian of the public library for the instruction. It matters little where or by whom the instruction is given, so long as it is given in such a manner that the pupils will not look upon it as a task, but as a pleasure. I would like to see the librarian in the small town a member of the school faculty, visiting the schools, attending faculty meetings, and hearing the problems of the teachers discussed. Thus a relationship would be established that would be of mutual benefit to librarian, teacher and pupil. The library is not an institution separate from the school—the two are branches of one great educational system.

The excuse of an already crowded curriculum is urged by teachers. I am confident if a definite course of instruction in library work should be arranged for the high school and required throughout the state, it would be a great time-saver in the end. And we would be giving the boys and girls a training that would be valuable throughout life, for they will continue to use the library long after they have forgotten much that was given in the high school. It is only the development of this power to use intelligently the resources of the library that will justify support of a library. There is nothing in the course given in the normal school but could be, and ought to be, given to the high school student. Teachers and librarians are both agreed on this point. The thing to be done is to see that such a course of instruction is instituted in our schools.

DELIA G. OVITZ,
Librarian, State Normal School, Milwaukee,
Wis.

PERMANENCE OF MEMBERSHIP IN THE A. L. A.

THE growth and permanence of membership of the American Library Association is indicated by the following table:

Year	No. members added during year	Members Sept., 1912	Recorded deaths
1876	69	15	29
1877	53	7	17
1878	74	9	21
1879	189	14	23
1880	12	3	3
1881	16	3	9
1882	41	3	8
1883	16	5	4
1884	6	2	—
1885	37	11	7
1886	81	10	11
1887	106	14	15
1888	25	6	3
1889	40	14	9
1890	113	25	10
1891	55	8	7
1892	142	44	13
1893	149	49	14
1894	85	20	11
1895	62	12	6
1896	173	49	13
1897	134	38	8
1898	141	60	7
1899	81	28	5
1900	208	66	14
1901	274	106	11
1902	345	118	11
1903	240	72	5
1904	264	104	7
1905	258	94	1
1906	482	216	5
1907	346	201	—
1908	232	107	1
1909	147	93	—
1910	306	179	3
1911	207	140	1
1912	411	411	—

* To September.

Total 5628. Less new member assigned same party (84) and complimentary membership given newspapers and periodicals in 1879 (69) = 5475.

Annual conferences.	A. L. A. members attending.	Non-members attending.	Total registered attendance.	Members present for first time and not at any subsequent conference.
1903	556	128	684	123
1904	486	91	577	124
1905	295	64	359	81
1906	274	117	391	174
1907	416	62	478	81
1908	515	149	664	157
1909	494	126	620	67
1910	464	69	533	102
1911	305	277	582	68
1912	566	138	704	—

Of those who are or have been members of the A. L. A. since its organization, 2148 have attended only one conference, and 1116 have never attended a conference; this latter number excludes libraries and firms, some of which have been represented.

At the 1912 (Ottawa) conference, 203 were present at their first meeting; 88 at their second; 42 at their third; 58 at their fourth; 33 at their fifth; 27 at their sixth; 17 at their seventh; 15 at their eighth; 16 at their ninth; and 67 at their tenth, or more.

Four were present at Ottawa who were at the organization meeting in Philadelphia in 1876, viz.: Miss H. L. Matthews, Mr. R. R. Bowker, Mr. W. T. Peoples, and Miss E. E. Rule.

WORK OF THE NEW YORK PUBLIC LIBRARY IN 1912

In the report of the New York Public Library for 1912, a volume of over 150 pages, are summarized the activities of the first full year with the new central building in working order. In nearly every department, large increases in circulation, number of volumes and general efficiency are reported, and affiliated organizations and general activities are all enlarged and enlarging.

During the year, 36,398 volumes and 2853 pamphlets were added to the library system, making a total stock of 1,307,676. The circulation was 7,969,664, a percentage of 2.6 volumes per capita, practically the same as in 1911. The number of volumes available for home use—846,153—is .27 volumes per capita. In the reference department, central building, there were, during the year, 2,129,078 readers and visitors, an average of 5817 per day. 400,275 readers consulted 1,307,676 volumes. The increase in the total circulation is 342,304, and the fiction per cent., including all branches, was 55.

The division of American history has had steady use during the year, with 10,745 readers, and has been augmented by many valuable gifts and purchases. The arts and prints division has also received much new material, has served 24,000 readers, and prepared notable exhibitions of French engravings, Japanese prints, views of New York City, portraits of Washington and many timely smaller displays. The work of cataloging included the listing of a total of 94,234—52,889 volumes, 41,306 pamphlets, and 39 maps. 48,334 cards were written (by hand or on the typewriter), and 55,504 copy slips were sent to the printing office, from which 457,848 cards were received; of this number, 41,256 were sent to the Library of Congress.

The economic division, which is distinctly a workroom for specialists, has been particularly useful. Readers to the number of 19,245 have patronized the division of genealogy and local history, and the Hebrew library, of over 20,000 volumes, has had steady use and received notable gifts. Readers in the music division were 9906, an average of 31 per day; in the newspaper room, the registered readers were 47,055, and the estimated number of other readers was 160,000. A change has been made in the library's former policy of keeping for permanent preservation all newspapers received, and hereafter only New York City papers of which long files are already in the library's possession, or which seemed of necessary importance for a reference collection, and, in addition, a representative selec-

tion of foreign newspapers will be bound. The Oriental division has been of great use in the present interest in Balkan, Chinese and other foreign situations; the volumes now number 15,040.

7427 current periodicals are received by the library, of which 172 are dailies and 944 weeklies. A printing office in connection with the library has been in operation for over two years, and the second year printed 6,810,218 blanks, forms, etc., and 476,709 copies of publications, an increase of 329,059 copies. The newly established bindery, with a force of eight, has handled 44,099 pieces.

The public documents division is being strengthened, as are also the science, Slavonic and technology divisions. The latter prepares an engineering index from the monthly galley sheets furnished by the publishers of engineering periodicals. Two bibliographies are ready for the press, one on the development and practice of electric welding, and one on the invention and manufacture of typewriters.

New registration in all branches was 139,972 (73,991 adult, 65,981 juvenile), with a total registration of 325,231. The central reserve collection, of 45,464 volumes, formed primarily as a reservoir of books worth keeping, but not of active demand at the branches, has been broadened to include other material of value, and it will be of great use in the foundation of new branches. The circulation at the main building has increased by 155,333, and the reading attendance was 184,560. The fiction percentage for the year was only 47. The interbranch loan system transferred 75,293 English books and 8330 foreign ones.

The work with children has been developed and strengthened in all branches, till now the circulation is 1,229,067, and the number of volumes 209,403. The children's library system in New York is constantly answering inquiries from foreign educators and librarians, and handbooks and lists are to be prepared for this work. Thirty-six libraries held during the year 1609 story hours, with an attendance of 38,147.

The branch reference collections were systematically developed, with particular attention to the needs of the local institutions for public education, the public elementary schools, the high schools, New York Training School for teachers, Normal College and the College of the City of New York.

With the public elementary schools, and with some of the parochial schools, active work has been done in introducing large numbers of children to the advantages and pleasures to be derived from a public library; and 12 branch libraries were visited in school-time by 538 classes of children with their teachers, as a part of their regular school-work. It is estimated that about 21,000 upper-grade children in this way made use of the public library as an adjunct to their school-work. The total school reference use was 259,118.

The well-known traveling libraries of the city library have carried on their work as hitherto, and have increased, although by a change in method of computation, the total circulation is smaller numerically. 894 stations were served, as compared with 872 in 1911. All sorts of institutions receive these libraries, as well as communities not yet ready for establishment of branches. They are also sent to settlement, parochial schools, high schools, recreation centers, playgrounds, as well as prisons, police stations, homes and hospitals. The circulation for 1912 was 821,114.

The circulation of books for the blind has increased by 4822 to 21,938. The number lent by mail, 18,932, exceeds the entire number borrowed during 1911. A teacher employed to instruct the adult blind of New York in reading has paid 584 visits and done much good work. The number of readers is 712.

Foreign books in twenty-six foreign languages had a circulation of 92,241. In the course of the year, 40,000 circulars in English have been distributed from branches to readers and sent to clubs, settlements, schools, churches and other places where information regarding the library might be advantageously presented. Similar circulars in six foreign languages were distributed from branches and other institutions—21,500 circulars in Italian, 2000 in modern Greek, 2000 in Hungarian, 1500 in Polish, 1000 in Spanish and 500 in Chinese.

Exhibitions and lectures were held all over the city, as before, and much coöperative work done at the branches with local educational, literary and welfare societies by the use of assembly and club rooms. These organizations are of all kinds; of particular interest is the "Little Mothers' League," which, under the Department of Health, instructs girls in the care of babies, and constantly circulates among them books on that subject.

Five new sites for branches have been secured, one on West 40th street, near Tenth avenue; two in uptown districts, and two in the Bronx. It is hoped a new branch may be established between Lexington and Third avenues, between 46th and 49th streets.

The Library School gave certificates to 25 students in June, 1912. The present students number seventy, and represent 19 states and one Canadian province. There have been no important changes in the curriculum or policy of the school.

The library staff consists of 1,002 persons, for all branches. The working hours for assistants at the branches have been reduced from 42½ to 40 per week, and the required recess for meals lengthened from one-half to a full hour. The former schedule was 42½ hours per week from October through May, and 40 per week from June through September.

Total assets of the New York Public Library are \$14,412,483.32. The income for the year was \$546,936.65. In addition, the library had the \$616,958.99 received from the city for the

maintenance of the branches and circulation, and enough other income to bring the total of invested returns up to \$667,225.69. The total expenses of conducting the library system were \$1,134,902.05.

KANSAS TRAVELING LIBRARIES COMMISSION

THE seventh biennial report of the Kansas Traveling Libraries Commission reports 41,000 volumes and 525 library trunks, a growth from their original 3000 volumes and 34 trunks. There are five German libraries and a few special libraries, containing from four to thirteen books, for a correspondence course carried on by the state university. Two complete libraries on domestic science are in use by classes organized by the agricultural college. Otherwise the unit system is not in use.

Total number of cases on hand, June 30, 1912, 525. Number of accessioned volumes, June 30, 1912, 41,000. Number of libraries sent out the two years ending June 30, 1912, 1106, showing an increase the past two years of 106.

According to an estimated average of reports received from the library stations, each station had: Regular readers, 61; circulation, 332. Total circulation in the state 367,192. Two years ago, the traveling libraries reached 104 counties and 580 stations. The record now shows that 640 stations have been visited. Many of the towns are regular patrons, ordering from eight to ten libraries a year. The libraries have been in every county of the state, excepting one.

Receipts (1910-12) \$3219.90; expenditures \$2439. Annual appropriation \$5300 (salaries \$2100; books \$3000; expenses of commission \$200).

LIBRARY OF THE INSTITUT CATHOLIQUE OF PARIS

A PAMPHLET of 108 pages, "Renseignements préliminaires," has been issued by the Institute, containing the fullest information as to the library's administration and resources. A few characteristics of the institution may be of interest.

The library is open from 8:30 to 11:45, and from 2 to 6:45, from October 15 to July 31, and is closed Sundays and holidays; and from August 1 to October 14, excepting Saturdays, 9 to 11:45. There is a general reference room for law, literature and the sciences, and a special reference room for theology. The arrangement of books in large classes is outlined in the booklet. In the general room, works can be consulted directly by readers, but are seldom loaned outside the building.

Full instructions are given as to the use of the alphabetic catalog, and readers are urged that it is both in their general and special interest to do personal research quickly and silently, and not imagine that results are more

quickly gained by speaking to the librarian or by examining the accessible shelves. The librarian does not know the exact reason of the research, and cannot constantly abandon his work; he can but indicate the manner of research.

Borrowers may retain books for fifteen days (in some cases, a month), with the privilege of three renewals. The library is especially designed for professors and students of the Institut Catholique, but other workers will be admitted with proper authorization. Each borrower is limited to five volumes.

The pamphlet gives an alphabetical, as well as a subject list of the periodicals received by the library; an alphabetical and subject list of completed periodical files and works in course of publication, and lists of incunabula and manuscripts.

For the last three years the average number of readers registered at the library has been 500 yearly, 275 of whom were students, 50 professors and 175 friends or former students. The library is open about 245 days in the year, that is, about 1910 hours. In 1909-1910, the number of communications and consultations reached 25,000. A statistical summary is given of how the demand for periodicals and books (by author) is distributed.

THE LIBRARY ASSISTANTS' ASSOCIATION

THE Library Assistants' Association of Great Britain fills a place different from that of any organization in this country. It was founded in 1895 by a few prominent London library assistants, who realized that, in order to organize the growing profession of librarianship and to procure adequate professional education some such society was necessary. It differs from the Library Association in being a purely professional body, admitting as members only persons under the rank of chief librarian who are actually engaged in the administration of libraries. Though it works in consonance with all existing library societies, it is not affiliated with any of them.

Meetings are held monthly from October to June at various institutions and libraries in and around London, and papers are read and discussed. The majority of these papers are written by the members, but nearly every prominent chief librarian in London has contributed to its proceedings.

The Association endeavors to represent every shade of library opinion, and rigorously represses any leaning towards individual systems of method and training. Its inaugural addresses have been delivered by Messrs. Sidney Lee, Sidney Webb, Edmund Gosse, Israel Gollance, T. J. McNamara, and the Hon. Pember Reeves in recent years. The objects of the L. A. A. as stated in the constitution are to promote the professional, educational, and social interests of its members by the reading of original papers, by discussions, meetings of a

social character, and in other ways. In addition to the monthly meetings, there are excursions, football, cricket and other sports for the members.

The Association has always stood particularly for open discussion of educational questions, and the voicing of the educational needs of the assistant was a powerful factor in the establishment of an independent publication to be the official channel of information concerning the Association. Though with a membership of only 74 the question of publication was difficult financially, the *Library Assistant* was successfully launched Jan. 1, 1898, and has been issued regularly every month since. The subscription price to non-members was only 3s., and the circulation grew steadily. The Association has also published a set of reprints, "The L. A. A. series," as follows:

1. The grammar of classification. By W. C. Berwick Sayers.
2. Libraries in rural districts. By Harry Farr.
3. The development of notation in classification. By H. Rutherford Purnell.
4. Report on the hours, salaries, training and conditions of service in British municipal libraries.

Many schemes for advancing the technical knowledge of the members have been carried out by the Association. For a few years, commencing November, 1900, a Study circle was conducted by a special sub-committee; readings in certain textbooks were planned, questions were set, model answers eventually provided and prizes awarded to the students producing the best work. At another time a "Proficiency test" was organized whereby an assistant might ascertain the degree of proficiency he had attained in each of the divisions of the Library Association Professional examination syllabus. The papers sent to the committee in connection with this scheme were judged by the leading librarians of the country, who willingly gave their services for the purpose. A reading circle with library law for its subject which flourished for a season, and the circularization of "Ever circulators" are other phases of a desire to promote general professional culture. Several essay competitions have also been held.

Besides the Association proper, there is an Irish branch, a Midland branch, a Northeastern branch, one for the South Coast, one in South Wales, and one in Yorkshire. All have from two to six or seven meetings a year, and are kept closely in touch with the L. A. A. by the *Library Assistant* and by visits of officers to the branch meetings.

One interesting policy of the L. A. A. is its determination to make membership easy for the youngest assistant. No members pay more than 5s. yearly, while the younger ones pay 2s. 6d.

An interesting experiment in a new direction was tried in 1911; an Easter School in Brus-

sels was started, with a series of lectures and demonstrations at the Brussels Institute of Bibliography. The coöperation of the Institute authorities was secured, and library workers from all parts of England and from Holland were present. The experiment proved successful and the idea may be extended; schools may be organized in a variety of centers at home and on the Continent, a development that would have an extremely valuable educational influence, introducing the members to new scenes, familiarizing them with varying methods of library practice and promoting a desirable *entente cordiale* of an international character. An Easter School at the Bibliothèque Nationale in Paris, a natural sequel to a school in Brussels, was arranged for 1912, and one is to be held in Holland this Easter.

PRIVATE BOOK BUYING

A WRITER in the *Providence Journal*, inspired by an editorial in the *Indianapolis News*, makes bitter complaint of our public libraries, because, he says, they are undermining the good old habit of owning books. "The usual plea, that most people cannot afford to buy books, is flatly untrue. The fact is, that the ubiquitous library has killed the demand in this country for editions of standard books at really popular prices. In France, the 'Bibliothèque Nationale' volumes are sold at a uniform rate of 25 centimes (4½ cents). In this edition, one can buy Homer complete for 27 cents, Milton's 'Paradise lost' for 9, Descartes' 'Discourse on Method' for 4½, and the works of over 100 other authors at corresponding rates.

"In Germany, the 'Universal Bibliothek' volumes sell for less than 5 cents apiece; and the marvellous cloth-bound volumes of the 'Sammlung Goschen' render available the most accurate and up-to-date information in every conceivable branch of science and art at the rate of 19 cents a volume. When a man can buy the works of a great philosopher for the price of a glass of beer, it is arrant nonsense to say the public cannot afford books.

"We are simply doing our best to pauperize readers. They know that they do not need to buy books; a benevolent fate will provide them gratis; and so they go without. Our publishers find no real demand for editions at prices within the reach of every one, and, naturally, the editions are not forthcoming."

"We seem to think," he continues, "that if people read anything they are necessarily better off than if they do not," and he inveighs against catering to the popular demand for the latest fiction. If the libraries were less active in the matter, standard works would be far more widely read.

His remedy is a readjustment of our conception of a library. He would have it a place of free access to the sources of information on all possible subjects, and essen-

tially and primarily a reference library. He does not consider periodicals and their place in the library scheme.

NORMAL SCHOOL LIBRARIANS OF THE MIDDLE WEST

THE meeting of the normal school librarians of the middle west, at the Sherman Hotel, Chicago, Friday morning and afternoon, January 3, 1913, brought together thirty-two people, representing eighteen normal schools in eight states, one state department of public instruction, two library schools, one library commission, two public library training departments, two public libraries, and one high school library.

The problem of the rural school library, and how the normal school libraries may help, was presented by Mr. C. Edwin Wells, librarian of the State Normal School at Maryville, Mo. The increasing comforts of farm life demand that the taste for reading in country school pupils shall be fostered adequately. Make the rural school library the community library. The normal schools should prepare plans for model country community school buildings, in which are provided proper library quarters. The normal schools might well cooperate in the supervision of rural school libraries. One of the needs is lists of books to buy. The rural school library should be a distributing agency for the publications of the United States Department of Agriculture and the state experiment stations. The discussion of Mr. Wells' excellent paper developed additional points, as follows: the possibility of having printed catalog cards for all books on the state school library list, and the necessity of acquainting normal school students with the books which they will afterwards use and need in their little school libraries.

The Minnesota plan of supervising school libraries through the state department of public instruction was described by Miss Martha Wilson, supervisor of school libraries for the Minnesota state department. The account deserves reading in full. The work in Minnesota has included the promotion of school library interests in general, improvement of the rural school libraries, making school library aids available, urging instruction in the use of books in the high schools and more work in children's literature in the normal schools, attempting to raise the standard of service in school libraries, correlating the school and public libraries, advice in organization, preparation and publication of aids and lists, and exhibits and talks at educational meetings. Minnesota now has thirty-nine consolidated schools, in every one of which a library room is required by law. The discussion centered around the apparently unnecessary duplication of work in the preparation of state printed school library lists. Discussion of the best agency for the supervision of

the school libraries (whether by the state library commissions, the state department of education, or by an officer representing the state normal schools), developed considerable interest, with possibly the conclusion that varying conditions demand different answers, the point being to provide the needed help for school libraries.

Miss Delia Ovitz, librarian of the State Normal School at Milwaukee, told of her plan for library instruction in the grades, beginning with the care and mechanism of books taught to the second and third grades, and proceeding through the grades, with explanation of authorship, classification, indexes, dictionary, encyclopedia, finding of references, use of catalog and magazine indexes (eighth grade). Miss Ovitz emphasized the advisability of getting the child to know that the library has something on his hobby; he is then an appreciative user during his lifetime.

How best to organize library instruction and training in the normal school was discussed by Miss Gertrude Buck, head of the department of library science at Kansas State Normal School, Emporia. The course in library methods, twenty lessons, required of all college freshmen at Emporia, was described. Of the elective courses, the most popular are children's literature, story telling and book selection. It was an inspiration to the meeting to have the visible evidence that at least one normal school has a member of faculty giving full time to library instruction.

The responsibility of the normal schools for furthering a more general knowledge of children's literature was the topic of practical suggestions by Miss Irene Warren, librarian of the School of Education, University of Chicago. Miss Warren suggested that, in co-operation with other library workers, an effort be made (1) to secure the publication, by the United States Commissioner of Education or the state superintendents, of the best lists of books for children and helps in the use of books; (2) to interest the educational periodicals and organizations like the Congress of Mothers in publishing special lists and aids; and (3) to endeavor to have the normal schools require courses in children's literature or to substitute the study of children's classics for the usual literary classics. The permanent committee of this organization was instructed to work in the directions indicated, and the co-operation of the League of Library Commissions, in session in an adjoining room, was at once asked and promised.

The round-table conference, led by Miss Helen Louise Dickey, librarian of the Chicago Normal School, was especially interested in the possibility of co-operating with the National Council of English Teachers, the N. E. A. Library Department and the A. L. A. children's college reference sections. Problems discussed briefly were: classification, departmental libraries, faculty relations, fiction,

government documents, reserve books and student help.

The report of the committee on resolutions was adopted, in substance as follows:

1. The need of centralized supervision of school libraries.
2. The need of trained service in high school libraries.
3. Required instruction in normal schools in library management and children's literature, with special instruction adapted to rural school library conditions.
4. Fuller appreciation of the responsibility and service of normal school librarians, as evidenced by faculty rank, salary and assistance.
5. Wherever feasible, a special teacher for library courses in normal schools.
6. Co-operation in bibliographical work and cataloging.

The following committee was asked to continue the organization and co-operate with other library interests: Mr. Willis H. Kerr, Kansas State Normal School, Emporia, chairman; Miss Delia Ovitz, State Normal School, Milwaukee; Mr. C. Edwin Wells, State Normal School, Maryville, Missouri; Miss G. U. Walton, Michigan Normal College, Ypsilanti; and Miss Irene Warren, School of Education, University of Chicago. Thanks were voted Mr. Kerr for his efforts toward making this meeting so enthusiastic and successful.

State Library Commissions

THE NEW ENGLAND CLUB OF LIBRARY COMMISSION WORKERS

The fifth annual meeting of the New England Club of Library Commission Workers was held at the State House, Boston, Thursday and Friday, Jan. 23 and 24, 1913. Representatives from each of the New England states were present.

The session at 4.30 p.m. on Thursday was devoted to the roll call. Maine and Vermont made reports of the year's undertakings and progress at that session. Friday morning the roll call was concluded and the following subjects discussed: Commission work with the foreign population; Traveling libraries for use by study clubs; How far should library commissions cater in the traveling libraries to the demand for current fiction?; How to obtain new library buildings; Libraries in penal institutions; Co-operation of publishers and library commissions in preparing and publishing booklists; How to secure and utilize volunteer assistance in commission work; The future work of library commissions.

The following resolution urging that the parcel post law be amended to include books was adopted, and it was voted that copies be sent to the congressmen from the New England states and to the Postmaster-general:

Whereas, The parcel post measure recently enacted excluded from its privileges all library books much to the disappointment of the state library commissions which operate traveling library systems, and which had strongly urged its enactment when books were included in its privileges, and

Whereas, There seems to be no sound reason why all articles of merely commercial importance should be transported at the lowest rate, while much needed material, educational in its nature, can be transported only at rates so high as to be absolutely prohibitive for general use; therefore, be it

Resolved, That the New England Club of Library Commission Workers urges the passage by Congress of some measure which will include library books and material at the lower rate of transportation provided by the parcel post, and that we favor either a consolidation of third and fourth-class mail matter to secure a rate for books and printed matter equal to that of merchandise, or some other provision giving to books sent to or from public libraries the parcel post rates, to the end that those living in rural communities be given access to library privileges.

A committee consisting of Mrs. Belle Holcomb Johnson, Hartford, Conn.; Miss Fanny B. Fletcher, Proctorsville, Vt.; Miss Marguerite Reid, Providence, R. I., and Miss J. M. Campbell, Boston, Mass., was appointed to prepare lists of books in foreign languages for use in New England.

It was voted to appoint a committee to take up the matter of having published in foreign languages simple United States histories, dealing also with government and laws. The chairman deferred the appointment of this committee.

Members of the club were present at the annual dinner of the Massachusetts Library Club, held at the Exchange Club on Jan. 23, when Mrs. Lionel Marks (Josephine Preston Peabody) was the speaker. A luncheon was also enjoyed on Jan. 24 with the members of the Massachusetts Library Commission.

BELLE HOLCOMB JOHNSON, *Secretary*.

NEW JERSEY PUBLIC LIBRARY COMMISSION

The annual report of the New Jersey Public Library Commission covers the year 1912 to Oct. 31. Its work has consisted of operating traveling and special libraries, establishing new libraries, reorganizing and assisting those already in existence, and conducting a Summer School and Institute. The greater part of the work has been carried on under the handicap of a lack of room, the seriousness of which must be apparent when it is explained that the commission has more than 20,000 books, operates more than three hundred small libraries, makes special loans of hundreds of volumes, sends out and receives thousands of letters, yet it is quartered in a single room whose dimensions are less than 12 by 24 feet.

During the past year 795 traveling libraries have been sent out, containing an aggregate of 39,750 books. The number of traveling library centers has been increased from 256 to 282, making a gain of 26 in the number of communities served. As far as can be ascertained, the average circulation from these stations is about four times for each volume, making a total circulation of 159,000 from the 282

stations. As computed from the reports, the average number of readers at a traveling library station is 87, making a total of 24,534 people being served through the regular traveling libraries, at a cost for transportation of \$577.68.

1871 books have been sent out as special loans. With the aid of the public libraries of Newark, New York, Trenton and other cities, this method of supplying books for specific demand is successfully meeting the need of material for individual study which could not be met through the general traveling libraries. Through the Woman's Work Committee and Lecturer of the State Grange and the Farmers' Institutes, much reference and bibliographical work has been done for rural communities which the commission has not as yet been able to reach with traveling libraries. A much-needed supplemental appropriation for the purchase of books and cases was made by the legislature in April. Twenty-five cases were bought as a cost of \$237.50, and immediately put into use. With the supplemental appropriation and such part of the regular appropriation as could be so used, 5432 books and pamphlets were purchased at a cost of \$4387.02. The policy of buying fiction and juvenile books in reinforced binding has been adopted. Several Round Tables for trustees and librarians have been held.

\$500 appropriated by the last legislature for the purchase of books for penal and correctional institutions has been spent after consultation with those conversant with this work.

A summer school and institute with an enrollment of 14 was held in May. The lectures were attended by 86 other librarians, who came for all or part of the week, and represented 54 libraries.

State Library Associations

RHODE ISLAND LIBRARY ASSOCIATION

At the mid-winter meeting of the Rhode Island Library Association, held at Providence on January 10, all matters of business were omitted.

During the afternoon, the association was entertained at the Rhode Island Normal School by a lecture on "Colonial libraries," which was given under the auspices of the Rhode Island State Board of Education. The lecturer, Dr. Austin Baxter Keep, of the College of the City of New York, traced the history of the library movement in America from its beginning to the Revolutionary war. Special emphasis was laid upon the establishing of parochial libraries in Rhode Island by the Society for the Propagation of the Gospel, and upon the founding of the Redwood Library, Newport, and the Providence Athenæum, both of which date from colonial days. The lecture was illustrated by slides, repro-

ducing records, old title pages and rare prints of colonial towns and buildings.

After the lecture, supper was served at a nearby church. Dr. Anne L. Strong, of Seattle, Wash., director of the Rhode Island Child Welfare Conference, which was then being held at Providence, gave a brief address upon the "Relation of the library to Child Welfare." Mr. William E. Foster, librarian of the Providence Public Library, replied on behalf of the association.

The evening was spent at the Child Welfare Conference, where opportunity was given the librarians from out-of-town to study the various exhibits.

MARGARET BINGHAM STILLWELL,
Recording Secy., R. I. Library Assn.

CALIFORNIA LIBRARY ASSOCIATION

LOS ANGELES MEETING

The California Library Association held a meeting in Symphony Hall, Los Angeles, Cal., Dec. 5. At the morning session the address of welcome was given by Mrs. Shelley B. Tolhurst, trustee Los Angeles Public Library, and the following addresses were made:

"Relation between the library and the business man," Joseph L. Wheeler, associate librarian Los Angeles Public Library; "Advisability of a library school for Southern California," Everett R. Perry, librarian Los Angeles Public Library. The afternoon addresses were on "Advertising the public library," Mrs. George Barndollar, trustee Long Beach Public Library; "Business methods of a public library," symposium, led by Miss Carrie S. Waters, librarian San Bernardino Public Library; Question box, conducted by Miss Helen T. Kennedy, principal Branch Department Los Angeles Public Library.

In Mrs. Barndollar's speech on "Advertising the public library" many good suggestions were to be gained from descriptions of methods used in the Long Beach Library. In that town the newspapers publish occasionally in their columns the library application for membership blank; cut out and signed these are accepted as regular application cards. Four times a day at all moving-picture shows this sentence is thrown on the screen: "Every citizen of Long Beach over eight years of age is invited to participate in the privileges of the public library." That these methods and others of the sort have been worth while is proved by the circulation of the Long Beach Library, which is 11 per capita.

Library Clubs

SYRACUSE LIBRARY CLUB

The meeting of the Syracuse Library Club announced for Jan. 15th, was postponed till Feb. 13th, when the Club had the pleasure of listening to an address by Mr. Wm. F. Seward, librarian of the Binghamton Public Library, on "Library extension."

Mr. Seward said that each generation needs to interpret its own ideas of librarianship and the library should be like the map of Holland, never twice alike. The chief business of the library should be to promote sound American citizenship. The great menace to American citizenship to-day is industrial conditions. Children leave school at as early an age as the law permits and without guidance as to the choice of an occupation give up their best years to work but have no real trade and in a few years are helping to swell the army of the unemployed.

These conditions should be met by the organization in every town, of a vocational commission whose duty it should be to help the child to find himself.

The public library is well equipped to take the initiative in such a movement. It should have a vocational shelf on which should be found the publications of the Boston Vocational Commission, the Reports of the Federation of Labor and books treating of different trades and occupations. The reference librarian can as profitably spend time in finding information in regard to industries as in answering the questions which commonly come to that department.

A discussion followed the lecture, and at the close the members remained for an informal reception to meet Mr. Seward.

ELIZABETH SMITH, Secretary.

PENNSYLVANIA LIBRARY CLUB

The regular meeting of the Pennsylvania Library Club was held at the H. Josephine Widener Branch of the Free Library of Philadelphia, on Monday evening, Feb. 10, 1913, at the usual hour. After the routine of business was disposed of, the president, Mr. Ernest Spofford, introduced Mr. Edward W. Mumford, of the Penn Publishing Company, who presented a very interesting paper on the duties of the "Librarian and the bookseller." This paper (which we print in full elsewhere in the LIBRARY JOURNAL) was followed by a very interesting discussion, in which Mr. John Ashhurst, Mr. T. Wilson Hedley and Miss Jones, of Bryn Mawr, took part.

The evening closed with a pleasant reception in honor of St. Valentine, at which every one was presented with a valentine, the handiwork of the chairman on entertainment.

JEAN E. GRAFFEN, Secretary.

Library Schools and Training Classes

LIBRARY SCHOOL OF THE NEW YORK PUBLIC LIBRARY

The lectures to the junior class since the last report have been as follows:

Louise G. Hinsdale, East Orange Public Library, "Town library administration,"
Edwin H. Anderson, New York Public Library, "Large library administration."

Mary L. Titcomb, Hagerstown (Md.) County Library, "Rural library extension."
 Miriam Carey, Minnesota Library Commission, "Libraries in state institutions."
 Benjamin Adams, New York Public Library, "Branch system administration."
 Frederick W. Faxon, Boston Book Co., "Periodicals."
 Jessie Welles, Carnegie Library of Pittsburgh, "The circulating department."
 Adelaide B. Maltby, New York Public Library, "Branch administration."
 The seniors in administration have had the following lectures, all but one followed by seminars:
 Irene Hackett, Englewood Public Library, "Workingmen and libraries."
 John C. Dana, Newark Public Library, "Business men and libraries."
 Julia Robeson, Pratt Institute Free Library, "Picture bulletins for adults."
 Miriam Carey, "Reading for the inmates of state institutions."
 Jessie Welles, "City library extension."

The seniors of the advanced reference and cataloguing and of the children's librarians' course, have finished their lessons in technical Italian and taken a written test.

Thirty-one juniors are taking practice in the branches, two in the travelling libraries department, two in the library for the blind, and six in the reference department.

Messrs. Goodell and Metcalf of the juniors have received appointments for evening and Sunday work in the Reference department, one in the Main Reading-room and the other in the Government documents room.

The subjects chosen by the seniors for theses and bibliographies are as follows:

Bibliographies; Free speech, Eugenics, Index to printer's marks, Sources of information concerning merit of current foreign books. Theses: Duplicate pay collections; Possibilities of the high school library; Intermediate department in libraries for the adolescent; Certain reactions in library architecture; Certain reactions in library practice; The municipal reference library; specialization in library work and training; Rural school and the library; Training for school librarianship and library instruction in schools; Reviews and annotations of children's books.

In three cases two students have chosen the same subject.

A party in celebration of St. Valentine was given by the classes jointly on the evening of February 14.

Several of the students of both classes expect to attend the Atlantic City meeting. The usual vacation trip will cover the Washington and Philadelphia circuit, the last week in March. Miss Van Valkenburgh will probably conduct the party.

MARY W. PLUMMER, *Principal*.

PRATT INSTITUTE SCHOOL OF LIBRARY SCIENCE

The annual luncheon of the Graduates' Association was held on Wednesday, January 29, at the Hotel Gregorian, West 35th street, New York. There were nearly 100 present, the largest attendance at any luncheon of the school. Among the guests were Miss Plummer, Mrs. Gardner (Miss Collar), Mrs. Barrett (Miss Weeks), and Mr. Robert Bruère. The president of the association, Miss Louise G. Hinsdale, presided. Mr. Stevens spoke briefly of the Pratt Institute Free Library idea, and the vice-director spoke of the changes in the general course and of the new normal course. Mr. Bruère gave an inspiring address on the need of women's influence in industrial and commercial life.

The following officers were elected for 1913-14: President, Mrs. Adelaide B. Maltby, Chatham Square Branch of the New York Public Library; vice-president, Miss Anna C. Tyler, main building, New York Public Library; secretary, Miss Agnes M. Elliott, New York Telephone and Telegraph Company; treasurer, Mr. Donald Hendry, Pratt Institute Free Library.

The vice-director and Miss Hopkins attended the meeting of the staff of the Brooklyn Public Library on Tuesday, February 11, where Miss Hopkins presented a report on the course given to the first apprentice class under the new arrangement. The four-months' term of classroom work was completed on January 31, and the apprentices began work in the branch libraries of the system on February 1.

Miss Hopkins' report outlined the instruction given in the various subjects taught, and also emphasized the utilization of each subject for the development of certain qualities desirable in library assistants, as accuracy, neatness, self-reliance, punctuality, responsibility and resourcefulness. The report was received with much enthusiasm, and the branch librarians where the apprentices are now scheduled expressed themselves as greatly pleased with the practical work done by the students, one branch librarian saying they were like graduates of library schools in their adaptability and in their attitude toward the work.

Mr. J. I. Wyer, Jr., director of the New York State Library, spoke to the school on Saturday, February 1, about the State Library, its work and its relations to the libraries of the state.

Miss Annie Carroll Moore, superintendent of the children's department in the New York Public Library, lectured on February 4 and 18 on the development of children's work in this country and on the selection of children's books.

Miss Mary L. Titcomb, whose county automobile book delivery has interested a wider constituency than library methods usually appeal to, spoke on Tuesday afternoon, Febru-

ary 11, in the assembly hall of the institute on the county work of the Washington County Free Library, at Hagerstown, Md. Many members of the Brooklyn Public Library staff were present at the lecture.

Miss Mary L. Jones, librarian of the Bryn Mawr College Library, visited the school on Tuesday, February 4, and was prevailed upon to give an informal talk to the students on some differences in administration between the college and the public library.

The best collection of Dickens material ever brought together is now on exhibition at the Grolier Club, in New York. The catalog, compiled by Miss Ruth S. Granniss, Pratt, 1902, is said by the *Nation* to be the best-printed guide for the Dickens collector thus far issued.

ALUMNI NOTES

Miss Mary C. Parker, class of 1898, formerly librarian of the Rock Island Company, in New York, has been made librarian of the Hudson and Manhattan Railroad Company.

Miss Sally Clarkson, class of 1909, who has been in ill health for two years, has recovered sufficiently to take a part-time position in the Michigan University Library.

Miss Mildred A. Harris, class of 1910, for two years in the cataloging department of Johns Hopkins University Library, passed a civil service examination which has led to a position in the Government Documents Office at Washington.

Miss Anna Van Cleve Taggart, class of 1910, has been, since October, acting head cataloger in the public library at Grand Rapids, Mich.

Miss Rachel Rhoades, class of 1911, since graduation an assistant in the University of Michigan Library, has been appointed general assistant in the public library at Superior, Wis.

Word has come to the school of the appointment of Miss Clara Dills, class of 1912, assistant in the public library, Pomona, to the librarianship of the Kings County Library, in California. Miss Dills took the examinations for the position of county librarian on her return from Pratt last summer.

JOSEPHINE ADAMS RATHBONE,
Vice-Director.

NEW YORK STATE LIBRARY SCHOOL

The regular school schedule will be suspended from Feb. 28 to April 11. The month of March will be occupied with practice work in libraries throughout the country. April 1-9 the biennial library visit to New York, Philadelphia and Washington will take place.

To permit several important phases of library work to be presented to the students before the beginning of their practice period, the number of visiting lecturers the past few weeks has been larger than usual. The following have been at the school:

Jan. 10-13, 20-22. Mr. C. P. P. Vitz, second vice-librarian, Cleveland Public Library, Loan work (8 lectures).

Jan. 24, 31 and Feb. 13. Mrs. Isaac H. Vrooman, sometime in charge of local history section, New York State Library, Genealogy and local history (3 lectures).

Jan. 27. Mr. Edward F. Stevens, librarian, Pratt Institute Free Library, Technological books for the public library.

Feb. 4-5. Prof. A. S. Root, librarian, Oberlin College, German public libraries; Problems of the college librarian (2 lectures).

Feb. 7. Miss Caroline Webster, library organizer, New York State Library, Organization of small libraries.

Feb. 14-15. Mr. Edwin H. Anderson, assistant director, New York Public Library, The New York Public Library system (illustrated), Administration of a large library with special emphasis on the human side (2 lectures).

Feb. 20-21. Miss Jessie Welles, chief of Lending Department, Carnegie Library of Pittsburgh, The loan department of a large library system (4 lectures).

SUMMER SESSION

The New York State Library School will resume its summer session this year, beginning June 4 and ending July 18. The course will be general in character, though a few special courses, such as reference work, bibliography, etc., will be provided if there is a sufficient demand for them. A particular feature will be the opportunity given the summer school to attend the regular school lecture course in Library work with the children, which will be given by Miss Clara W. Hunt, Mrs. Edna Lyman Scott and Miss Ethel P. Underhill under the general direction of Miss Hunt. A number of other lecturers have been engaged especially for the summer school.

As usual, tuition will be free to residents of New York state. A fee of \$20 for the course will be charged students outside the state. The limited time available for instructional purposes makes it necessary to limit the number to be admitted. Early application is therefore advisable. The descriptive circular may be obtained on application to Miss Edna M. Anderson, registrar, State Library School, Albany, N. Y.

ALUMNI NOTES

Miss Edith M. Clement, '13, has been appointed assistant in the Educational Extension Division of the New York State Educational Department.

Miss Corinne A. Metz, '07, has resigned her position as librarian of the Brumback Library at Van Wert, O., to take charge of the Dalles Public and Wasco County Library, The Dalles, Oregon.

F. K. WALTER, Vice-director.

CARNEGIE LIBRARY OF PITTSBURGH TRAINING SCHOOL FOR CHILDREN'S LIBRARIANS

The senior course in social conditions is being given by Miss Strange, of the reference department. Visits have been made to the Juvenile Court and Woods Run Settlement House, in connection with the course.

In accordance with the plan of coöperation between the Training School and the Pittsburgh Playground Association, Miss Whitman, of the Training School faculty, is giving a course in story telling at the School of Education, University of Pittsburgh. The course will continue throughout the winter and spring terms.

The students of the junior class have completed their visits to the branches of the Carnegie Library. After their visit to the Homewood Branch, on January 16, they were entertained at a tea given by Miss Knapp, the branch librarian, and her staff.

The Training School students were guests at an entertainment given by Miss Viola Allen for the Home for Crippled Children, on Tuesday morning, January 28, at the Nixon Theatre. Songs, recitations and a little playlet, "The Good Fairy," written especially for the occasion, were given.

On Thursday afternoon, February 6, the members of the Training School class were "at home" at the Students' House in honor of Miss Effie Power, of the St. Louis Public Library.

**WESTERN RESERVE UNIVERSITY
LIBRARY SCHOOL**

Owing to the illness of Miss Barden, instructor in cataloging, who was taken with pneumonia during the Christmas holidays, and has had to withdraw for a few weeks from her work at the school, Miss Sophie K. Hiss, head of the catalog department of the Cleveland Public Library, will have charge of the course in subject headings, with Miss Phyllis Martin, an assistant in the catalog department, as reviser. In order to further facilitate necessary rearrangements of the schedules, Mr. C. P. P. Vitz, second vice-librarian of the Cleveland Public Library, gave, during January, the last five lectures in the course in loan work, which had been conducted up to this time by the director. We are glad to be able to say that Miss Barden is improving rapidly, and will undoubtedly resume her work at the school early in the spring.

On January 15, the class gave a very enjoyable winter picnic in the lecture-room of the school.

The following persons have given lectures at the school during the past month: Miss Effie L. Power, head of the children's department in the St. Louis Public Library, five lectures on "Children's literature," and one lecture on "Teaching library use in normal schools"; Miss Annie Cutter, supervisor of

school libraries of the Cleveland Public Library, one lecture on "Work with schools," followed by a visit to two normal schools; Professor E. J. Benton, of Adelbert College, one lecture on "Historical literature."

During her recent visit to Cleveland, Miss Annie C. Moore, director of children's rooms in the New York Public Library, called at the school and spoke informally to the students.

ALUMNI NOTES

Miss McDaniel Sweet, '08, was married, on January 11, to Mr. Attilio D. Monti, of Cleveland.

Vera A. Price, '10, has resigned her position of assistant in the Cleveland Public Library, to accept the librarianship of the Public Library of Greenville, Miss.

Helen D. Marvin, '12, who has been general assistant of smaller branches of the Cleveland Public Library, has been promoted to the librarianship of the Temple Branch.

JULIA M. WHITTLESEY, *Director*.

DREXEL INSTITUTE LIBRARY SCHOOL

During January and February, the students have had the pleasure of listening to the following lectures: Mr. W. R. Eastman, "Library buildings" (two lectures); Miss Anna A. Macdonald, "Work of the Pennsylvania Library Commission"; Miss Mary L. Jones, "Administration of a college library"; Miss Mary L. Titcomb, "Work of a county library"; "Mr. F. W. Faxon, "Periodical sets"; Mr. John Cotton Dana, "Make-up of the printed book"; Miss Sara L. Young, "Book mending."

Tea was served after the afternoon lectures, and an informal reception was held in the art gallery for Mr. and Mrs. Eastman.

Visits have been made to the bookstore of Leary, Stuart & Co., the Library Bureau, the Library Company of Philadelphia, and the Wilmington Institute Free Library.

Two students have conducted story hours in Philadelphia settlements, and two are putting in order the library of the Church Settlement House. Three consecutive days in January were given to practice work in the branches of the Free Library of Philadelphia, and practice work is at present going on in the Apprentices' Library.

The class attended the February meeting of the Pennsylvania Library Club and heard Mr. E. W. Mumford's valuable address, "The librarian and the bookseller." They also attended the Atlantic City meeting.

The courses in order, accession, shelf work and alphabeting (Miss Doane); national bibliography (Miss Brown); loan department work and classification (Miss Bacon), have been completed and the examinations held. The courses in subject headings and history of libraries (Miss Bacon), and in library buildings (Miss Brown) began in January.

CORINNE BACON, *Director*.

UNIVERSITY OF ILLINOIS LIBRARY SCHOOL

Mr. E. L. Shuman, in charge of book reviewing for the *Chicago Record-Herald*, lectured before the School, Jan. 14, on "How to judge a book." This lecture proved of general University interest, the attendance being over two hundred. On the 15th he lectured on "The librarian and public taste." During Mr. Shuman's visit, a luncheon was given in his honor at the University Club by men of the staff and faculty.

The January meeting of the Library Club was held at Osborne Hall on Jan. 8th. The program for the evening was an address by Mr. Ernest J. Reece, of the Library School Faculty, on Hawaii and its people, the address being illustrated by means of a radioscope. Bishop Osborne, of Springfield was also present and at the close of Mr. Reece's address, talked informally for a few moments on phases of Hawaii which had impressed him during a winter spent recently in Honolulu.

During February the seniors are engaged in the required month of field work. One or two students were assigned to the public libraries of each of the following cities: Oak Park, Jacksonville, Springfield, Rockford, Galesburg, Danville, Evanston, and Decatur. Weekly reports will be sent to the school by each student.

The first week of March will find both juniors and seniors in Chicago, visiting libraries of various types, printing establishments, binderies and book stores. Headquarters will be at the Auditorium Hotel, and the students will be accompanied by Miss Simpson, Assistant Director, and by Miss Patton, Instructor. Last year the school visited St. Louis, and the practice of alternating between these two library centers, will probably be continued.

Miss Catherine C. Alexander, A.B., until recently an assistant in the Fort Dodge, Iowa, public library, has registered for the second semester's junior work.

ALUMNI NOTES.

Agnes M. Cole, '01, has been appointed temporary cataloger in the University of Illinois Library, and will catalog the recently purchased Gröber library of romance, philology and literature.

Frances Mathis, '12, has recently been made an assistant in the Public Library of Santa Barbara, California.

Bertha Sharp, Illinois, '10-11, has resigned her position in the Library of the Iowa State Teachers' College at Cedar Falls, and has been appointed assistant in the University of Illinois Library.

Margaret C. Wood, '10, and Mr. Carl R. Dick, of Decatur, Illinois, were married December 11, 1912.

Catherine Oaks, '12, who this year has been junior reviser in the Library School, has been appointed cataloger in the University of Illinois Library.

Mrs. Eva Hurst Fowler, '11-'12, has been appointed assistant in the Illinois State Library at Springfield.

Fanny W. Hill, a member of the present junior class, and formerly an assistant on the staff of the Champaign Public Library, has been compelled temporarily to sever her connection with the school, in order to assist in the Champaign Public Library, during the leave of absence of the librarian.

Alice L. Wing, '04, has been appointed temporary cataloger in the University of Illinois Library.

P. L. WINDSOR, Director.

SUMMER LIBRARY SCHOOL

The third annual session of the University of Illinois Summer Library School, will be held June 16 to July 26. The curriculum will be that usually followed in summer schools. Only librarians and assistants, and people under appointment to serve in such positions, will be admitted. The incidental fee is \$12, but students registering from Illinois Libraries, are not required to pay a fee. Further particulars can be had by addressing Mr. P. L. Windsor, Director of the University of Illinois Library School, Urbana, Illinois.

Reviews

LIBRARY OF CONGRESS. Journals of the Continental Congress, 1774-1789. Edited from the original records in the Library of Congress by Gaillard Hunt, Chief, Division of Manuscripts. Volume 19, 1781, January 1-April 23 [pages 1-436]. Washington, D. C., Gov. Pr. Off., 1912.

The publication of the Journals of the Continental Congress by the Library of Congress was begun in 1904, under the editorship of Mr. Ford, and has continued since 1908 under that of Mr. Hunt. The edition has been pronounced by the highest historical authority to be "substantially a perfect edition." Its superiority over earlier editions lies in the addition of the reports which were presented to the Congress. These have been patiently searched out in the Papers of the Continental Congress in the Library of Congress, identified and edited with the highest critical skill. They are so numerous, and the Journal so brief for some periods, notably part of the year 1781, that their inclusion practically creates a new collection of historical material.

The plan of the series groups the volumes by years. The final volume of each year contains the index, bibliographical notes and other critical apparatus. Volume 19 begins the year 1781, and will be immediately followed by the remaining volumes of the group. The typography of the edition is excellent. The light paper, broad margins and clear type make the use of the volumes a pleasure, and more than compensate for their imperialistic demands for space on the library shelves.

ASA C. TILTON.

PEDDIE, R. A. Engineering and metallurgical books, 1907-1911. A full-title catalog, arranged under subject, of all British and American books on engineering, metallurgy and allied topics published during the five years, 1907-1911, with their English and American prices and publishers' names. N. Y., Van Nostrand, 1912. 10+192 p. D. \$1.50 net.

I wish to thank the author personally for the preparation of this work. Very often I am asked to give a list of all the recent books in English on some engineering subject, and am at a loss to find the material; for, although the Library of the Engineering Societies is supposed to have every important work issued in any language, it falls far short of this ideal. I should think the book particularly useful to engineers who are not conversant with the literature on any subject outside of the special line in which they have been working, and often desire to obtain all that has been published recently at short notice. I especially commend the book for its indexes, author and subject. The list is classified in form, and therefore an alphabetical subject index should be provided; perhaps it is not quite so necessary, as the main list is alphabetico-classed. The entries are full, dates, publishers and prices are given, as is also the pagination. A cursory examination proves it to be very complete. This should render it an useful tool in a library planning to develop a technical department.

The book, published in England at 7s. 6d., is sold here for less. I hope that this will establish a precedent. W. P. CUTTER.

THE readers of the LIBRARY JOURNAL are indebted to Mr. F. Vexler, librarian of the School of Philosophy at Columbia University, for the review of Ladewig's *Politik der Bücherei* in the columns of the February LIBRARY JOURNAL.

Periodical and other Literature

Bulletin of the Philippine Library, November, contains an article on the "Filipiniana division of the library," and a list of duplicates offered for sale or exchange.

Bulletin of the New York School of Philanthropy for January is a bibliography on the church in social life.

Preliminary Report of Committee of Fifteen, appointed by the state superintendent of schools to investigate educational needs and conditions in Wisconsin, suggests methods of popular education by other means than legislation.

Public Libraries, February, contains an address "A library that's alive," by Corinne Bacon, and "What novels?" by the same author.

The Newarker, January, is devoted chiefly to the public school question. It contains an in-

genious forecast of the educational system of Newark in 1924, a readable account of some of the Newark Library's activities during 1912, and a prophetic editorial hope as to "The future of Newark's children."

ENGLISH

The Librarian and Book World, February, contains: "An extension and revision of Dewey's Africa schedule," by Arthur J. Hawkes; the usual list of Best books; Library architecture, this month a review of Charles Carroll Soule's book, "How to plan a library building for library work"; and two papers, one affirmative and one negative, by Reginald Smither and Arthur Webb, respectively, on the question, "Is a printed catalog necessary in an open-access library?"

The Library Assistant, February, contains "National and international librarianship," by H. Rutherford Purnell, and details as to the Easter school and excursion to Holland.

Library Association Record, Jan. 15, 1913, contains another section of Mr. W. C. Berwick-Sayers' short course in classification; Open access: an experiment, by G. T. Shaw, chief librarian, Liverpool; On current serial digests and indexes of the literature of science and some problems connected therewith, by E. Wyndham Hulme, B.A., and Dr. C. Kinzbrunner; Address at the opening of the Rastrick Branch Public Library, by Prof. Michael Sadler, vice-chancellor, Leeds University.

The Library World, January, has an article on "The treatment of pamphlets, maps, photographs and similar items," by Reginald E. Smither; "Wilful damage: the general reader's responsibility," by H. T. C.; "The open-access system in technical libraries," by James Johnston; "The library staff; a plea for its recognition and organization," by Maurice J. Wrigley.

The Library Miscellany, Baroda, November, contains the speech made by H. H. the Gaekwad of Baroda, at the opening of the "Sharada Mandir"; "Public libraries for public education," by B. M. Dadachauji, B.A.; "How to popularize the library," by W. A. Borden.

FOREIGN

Het Boek, Jan. 15, contains "Het Horarium van Gerard Leev, Antwerpen 1489, 27 Juli, I. Het Horarium als Incunabel," and "Het Vondel-Museum te Amsterdam."

Zentralblatt für Bibliothekswesen, January, contains the second of three parts of a discussion of American libraries by P. Schwenke, and "Altägyptische Bibliothekare," by Fr. Vogelsang.

Revista de la Biblioteca Nacional, Havana, July-December, 1911, has the first part of a *Historia de la Isla de Cuba*, and a critical estimate of Rufino J. Cuervo.

La Cultura Popolare, Milan, Nov. 1-16, 1912, discusses in several articles many questions of popular education, and in particular the intervention of the state in the administration of popular libraries.

La Cultura Popolare, Jan. 30, prints under "Biblioteche Popolari," "Qualche illusione che si sfronda," "La cultura popolare nei Paesi Scandinavi—I.—Svezia," by Palmira Zaccaria, "Contributi a un catalogo ragionato."

Zeitschrift des Österreichischen Vereines für Bibliothekswesen, December, contains "Vier Vorträge zur Verwaltungsreform der Bibliotheken," and notes on many foreign libraries.

DECIMAL CLASSIFICATION REVISION OF SOUTH AFRICA.

An extension and revision of the Dewey's African schedule. Arthur J. Hawkes, *Librarian and Book World*, F., '13.

Dewey's African Schedule has been neither amended nor extended since it took definite shape, but in the interval explorers and colonizers have been busy. For the most part the continent is apportioned out among the great European nations with more or less strictly delimited boundaries, while these colonies and protectorates are subdivided into administration areas with a fixed and official nomenclature. It is possible to localize any area of reasonable size and compile a detailed classification. A huge English literature on South Africa, localized even down to handbooks of towns in Rhodesia has grown up, but there is no adequate classification. Dewey's schedule is even sometimes at sea as regards geographical position. For example, there is no number for British Nigeria, England's most important colony in West Africa; the three large countries comprising Rhodesia have to be put under 968.9 marked "Interior." Uganda, British East Africa, and German East Africa have no numbers. Other colonies, some embracing smaller ones, are set in different categories. The writer makes these comments with no sense of disrespect for Dewey's immensely valuable work, but only to show the necessity of revision and extension. He offers a system of classification worked out from up-to-date maps and a large collection of books. A first installment follows.

DICTIONARY CATALOGING.

Problems of indexing. Ch. Sustrac. *Bul. de l'ass. des Bibl. Franc.* S.-O., '12, p. 80-95.

Mr. Sustrac confesses to belief in the dictionary-catalog as proposed by Messrs. Bowker and Perkins.

The essential principles of indexing are: Unity; the reader should be able to find what he needs in one given place. The indexing should be not only according to titles, but also according to contents. Whenever a book may be classified under several heads reference

cards must be used, but their number should be limited. Every subject should be indexed where it seems most useful. One should consider the kind of readers which the author wishes to reach. A book on "Agricultural chemistry" should be classified under Agriculture, because it aims to reach agriculturists. Every head which does not appear in the main catalog should be represented by a reference card. It is necessary to have a code of rules accompanied by a double table: systematic and alphabetical, as Messrs. Perkins and Bowker propose.

ENGLISH TREATMENT OF PAMPHLETS, MAPS, PHOTOGRAPHS, &c.

The treatment of pamphlets, maps, photographs, and similar items. Reginald E. Smither. *Lib. World*, Jan., '13, p. 195-199.

Pamphlets should be sorted as to size for binding, classified, and those dealing with the same subject or falling into the same main classes should be kept together for reference after the volumes are bound. An analytical catalog is then made with references to pamphlet volumes. Guide books should be kept in much the same way; and election bills and posters, local cards, calendars, &c., should be mounted in a "guard book." The usual methods of preserving maps are described, and "guard books" are advised for photographs.

LIBRARY AXIOMS.

A library that's alive. Corinne Bacon. *Pub. Lib.* F., '13, pp. 50-55.

Books need to be brought to people's attention "just as much as do Beechnut bacon and Heatherbloom petticoats." The library needs live trustees, a live librarian, live assistants. The chief duty of a live trustee is to know how to select a live librarian, and, having selected her, how far to let her alone. The business of a live librarian is to know her community and identify herself with all forces in it that are making for social betterment, to choose the best books for that community, to administer the library scientifically, but with the least possible amount of visible red tape, and in such a way as to get the books read. Low grade help and tired assistants do not pay. A cataloger at \$40 who works slowly and makes many mistakes, costs the library more than a \$75 woman who is quick and accurate. Hard and fast rules for selection of books cannot be given. Do not try to build up a "well-rounded collection of books." Your town probably needs a lop-sided collection which will emphasize some special interest or interests. Try to provide something for everyone who is capable of reading a book, and then see that someone gets the book you have provided. Put a little money into the best, and a great deal into the best you can get read. Avoid all bias, religious, political or economic. Be as hospitable to Ida Tarbell as to Olive

Schreiner when you come to the woman question. Don't buy everything for which people ask, but don't exclude from your library books to which some people object. A good example of a subject on which many people want and expect to find books in libraries to-day, but to which other people still object, is sex hygiene. Boys and girls whose legitimate questionings are unanswered at home or school need these books. Buy a great many books for children. Don't try to drive an adult into the pastures of good literature. It is a waste of energy. You'd better apply that energy in educating the child to love books that are worth while. Buy largely for foreigners, if there are many in your community—books in their own tongues for the older people, plenty of books for learning English, books on citizenship, and easy books in English. Beware of gifts. Welcome them, but don't accept any with strings to them. A live library is not a storage reservoir. Borrow the book you need occasionally and confine your stock to what your community will use. Advertise the library, print library notes in the local paper, sometimes lists of new books, but not lists of books most in demand. Why try to make people any more like sheep than they naturally are? Be able to substitute when you have not the book asked for. Almost anyone can find out whether 352StI is in. But almost anyone cannot select the right substitute. Avoid the paternalistic and the wiser-than-thou attitude. Show your wares, but don't ram them down people's throats. The thing that matters most in a library is the personality of the librarian.

INTERNATIONAL LIBRARY RELATIONS.

National and International Librarianship. H. Rutherford Purnell. *Lib. Assistant*, F., '13, p. 26-33.

The national view of librarianship involves putting the resources of the library at the fullest service of all the people. Libraries need trained librarians to overcome the ignorance and scorn of libraries that is so common. Progress does not lie in the direction of state control. English libraries recognize that they have learned much and have much to learn from the United States, but, on the other hand, Continental libraries are studying the English system in increasing numbers. France, Holland and other nations have been sending an almost constant stream of volunteer assistants to Croyden, for example. Several public libraries have been started in Holland as a direct result, and German, Finnish, Swedish and even Indian students have come to study English library methods.

OPEN ACCESS IN ENGLAND.

Open access: an experiment. G. T. Shaw, *Lib. Assn. Rec.*, Ja. 13, '13, p. 13-21.

Open access, which is still considered more or less of an experiment in England, has produced much the same results there as here. The librarian of the Liverpool Library dis-

cusses the matter in the light of experience in two Liverpool branches. While he thinks open access a success, he would not advise the remodelling of libraries to install the open-access system. Open access is only a system of issue, and, as such, of far less importance than staff or stock. It is no panacea, and not certainly an augmentor of circulation. Thefts have not been serious under open access. The new system requires a different, but not a cheaper, staff. That open access draws attention to all classes of books and so increases the use of non-fiction, may be said to be a tendency at any rate. The writer feels that open access is not so vital a question in lending library administration as that of providing a well-selected stock in good condition, with a reasonable supply of duplicate copies of popular books. Given that condition, an intelligent, willing staff will produce the best results with or without open access.

SELECTION OF FICTION.

What novels? Corinne Bacon. *Pub. Lib.*, F., '13, p. 55-56.

Avoid novels (a) that make a direct appeal to the lower nature, such novels as those written to pander to race prejudice and hatred, those that glorify the lust for wealth, and those that enthrone the animal over the spiritual nature. (b) That confuse right and wrong, such as Mrs. Ward's "Marriage à la mode." (c) That are so slushy that they are intellectually and ethically debilitating. Barclay's "Through the postern gate" is a good example of this spineless literature of warm and damp affection. (d) That are untrue to life through an impossible psychology, or one-sidedness or morbidity. Chambers' "Common law," Michaelis' "Dangerous age," and Nesbit's "House with no address" are examples of this class. Shall we have novels on as low a literary level as those of Rosa Nouchette Carey and Clara Louise Burnham? Why not, if people want them? They are fairly well written, not so mushy as Mrs. Barclay's later novels, and ethically superior to Chambers or Hitchens. Put in Porter's "Harvester" by all means, for though it is silly in spots and sentimental, these qualities are balanced by its wholesome attitude towards out-of-doors and towards money-getting as the chief end of existence. The "Common law" should be excluded for its vulgarity and insincerity, if for no other reason. Morality is a matter of treatment, rather than subject matter. Kaufmann's "House of bondage," for example, is horrible, but a clean-cut, unsentimental picture of conditions that are poisoning our civilization. The novel that degrades our intellect, vulgarizes our emotions, kills our faith in people, is an immoral book. The novel that stimulates thought, quickens our sense of humor, gives us a deeper insight into men and women, a finer sympathy with them, and arouses a spirit of

helpfulness towards them is a moral book, let its subject-matter have as wide a range as life itself. Select your fiction then with care, but don't shut out novels either because they fail to reach a certain literary level or because their subject-matter is disagreeable. Get as many copies as you can of the interesting, wholesome stories of the day, such as "Stover at Yale" and "The squirrel cage." Wait for results and don't worry in the meantime.

SERIAL DIGESTS.

On current serial digests and indexes of the literature of science and some problems connected therewith. E. Wyndham Hulme, B.A., and Dr. C. Kinzbrunner. *Lib. Assn. Rec.*, Ja. 15, '13, p. 22-28.

Scientific journals are in general of two types: journals publishing abstracts which are intended to serve as substitutes for the original papers, and journals publishing index entries which are in the nature of bibliographical references to original sources. In Germany abstracting has been carried to its furthest limits, and a distinct terminology distinguishes between papers publishing original papers, current abstracts and annual digests, viz.: *Archive*, *Zentralblätter* and *Zahresberichte* or *Fortschritte*. Elsewhere the publication of abstracts is chiefly done by professional societies. In England, the writers think the work might be better and more cheaply done by coöperative methods. The indexing of scientific literature is better done in the "International catalogue of scientific literature" and by the International Institute of Technical Bibliography. These publications differ in availability, for while the journal of the International Institute appears monthly and is cumulated annually, the sectional catalogs of the International Council appear from two to three years after date. The latter, moreover, makes no provision for having an agency supply the material indexed. The Institute, on the other hand, not only can supply but will loan material free of charge to libraries. A system of such loans is strongly urged.

"RESPONSIBILITY DISTRICTS" IN THE SPECIAL LIBRARY FIELD.

Responsibility districts. D. N. Handy and Guy E. Marion. *Sp. Lib. D.*, '12, p. 194-196.

Explanation of the plan of "responsibility-districts" among special libraries. The whole country is subdivided into districts, each presided over by a district head. These heads form an advisory board, working with the executive officers for the standardizing and development of the special libraries field. The work and purposes of the Special Libraries Association are also outlined.

Notes and News

PHONOGRAPH CONCERTS.—From Virginia, Minn., and Port Huron, Mich., come reports of concerts held on Sunday afternoons in the

library auditoriums. The librarian in the latter place, Miss Katherine Sienau, says of the experiment:

"About two years ago we started giving free Victrola concerts once a month on Sunday afternoons, using only the finest records of singers and instrumental music. Each selection was very carefully chosen and explained as it was put on. The people came from the first day, and after one year the capacity of the hall was so taxed that it had to be enlarged. The entire place is still filled and people stand at every concert. This year the music from a different opera has been given each month and the story carefully told and explained.

"Beginning with this month, the concerts are to be repeated at one of our suburbs about two miles away from the library; the school there buys and pays for the Victrola, while the library furnishes the records and the librarian gives the talk.

"This fall a course of expensive concerts was possible here, when Bispham and Nordica came and sang to crowded houses—such a thing never having been accomplished before."

ST. LOUIS REFERENCE LIBRARY.—The report of the new Municipal Reference Branch of the St. Louis Public Library for the months of December and January shows that during those months 136 persons used the branch, including 75 city officials. Nineteen municipal departments either made inquiries directly of the library or referred inquirers to it.

Inquiries of various kinds were received from a wide range of organizations and bodies outside of the St. Louis city government. These included, in the city itself, the Civic League, the Central Trades and Labor Union, the People's League, *The Times* newspaper, the Business Men's League, and the School of Social Economy. Outside the city the branch gave aid or information to the public libraries of Omaha, Philadelphia, Cleveland and Seattle, the municipal reference libraries of Cleveland, Milwaukee, Baltimore and Kansas City, the legislative reference libraries of the states of Missouri and Rhode Island, the Iowa State Library, Harvard University and the University of Washington, city officials or bureaus in Philadelphia, Minneapolis, Providence, R. I., and Muskogee, Okla., and such miscellaneous organizations as the Children's Aid Society, the Nurses' Associations or Boards of Virginia and South Carolina, the National Congress of Mothers, the Virginia Board of Charities and the Fort Smith, Ark., Civics Club.

Altogether the branch has obtained and furnished information on 82 subjects, including the wrapping of bread, moving-picture shows, home rule, tenement houses, car-heating, negro segregation, municipal lodging houses, the recall, clairvoyants, the curfew, garbage disposal, the parole system, tax rates, boards of assessors and building laws. Investigations, involving considerable research and corre-

spondence, have been made on the subjects of excess condemnation and municipal periodicals.

ETCHINGS EXHIBIT, N. Y. P. L.—In the Stuart Gallery (room 316), in the main building of the New York Public Library, Fifth avenue and 42d street, there is on view, from February 15 to March 31, an exhibit of American etchings by members of the Chicago Society of Etchers. Nearly forty artists are represented in the exhibition, which affords an interesting and fairly comprehensive view of present-day tendencies and accomplishment in etching in this country.

RAILROAD BIBLIOGRAPHY.—A little folder containing descriptions of a dozen or so titles of practical help to railroad men is circulated by the library of Council Bluffs, Ia. The list notes also useful periodicals kept on file.

VANCOUVER LIBRARY.—The city of Vancouver, B. C., is about to sell the building and the plot occupied by the Carnegie Library, and build larger quarters on less valuable ground. The original \$50,000 given by Mr. Carnegie is to be returned to him with interest. There has been opposition for some time on the part of local labor unions to the gift.

THE LIBRARY AND THE "MOVIES."—*The New Yorker* for January has an editorial discussion of the moving picture as a rival of the reading of books. "In Newark," says Mr. Dana, "there are forty-three movies, and the number constantly increases. The daily attendance on these shows is about 26,000, including about 5000 children. The attendance in any fortnight equals the total population of the city. The total annual attendance is probably more than 12,000,000. From these figures we may conclude that the 70,000 young people of the city now spend, taking them as a whole, three million of their hours of leisure in reading stories through pictures. This means that they read less than they did, or less than they would now be reading if this new mixture of amusement and information had not appeared.

"In the number of books taken home to be read the public library has very little more than held its own in the past year, gaining one per cent. over 1911. The number of books on hand increased by purchase and gift during the year by 17,810. The number and character of distribution centers remained the same."

While many things affect the public library reading habit, the editorial continues, "the moving picture is about the only check on library reading on which one can put one's finger. It must be reckoned with, and on the whole greatly approved. It promises to become one of the most important educational factors that man has added to his equipment since the invention of printing. It is quite possible that it will inform the world, interest the world and broaden the world even more rapidly than the printing press ever has. It will doubtless

lead to changes in mental habits, just as printing has checked, for example, the growth of memorizing; but in the field of mere instruction it may prove to be the greatest instrument ever devised."

COÖPERATION FOR EFFICIENCY.—The library committee of the trustees of Columbia University have asked the university librarian to investigate and report upon the relations between libraries of Columbia University and other libraries of the city, particularly with a view to ascertaining in what departments of learning the book collections of the community are inadequate and in what departments the university may wisely augment its collections in the interest of both the community and the university. Traveling libraries have been recently placed in the Faculty Club and in Earl Hall, and others will shortly be placed in the other club rooms and residence halls on the campus. They will consist for the most part of the best current fiction, drama, etc.

FORT WORTH ART EXHIBITION.—The Carnegie Public Library of Fort Worth is for the fourth time holding an exhibit of representative American painting, gathered by the American Federation of Arts, and the people of that city, as those of Austin, San Antonio and Houston, the other cities of the "Texas circuit," are showing their appreciation by large attendance. "Gallery talks" are given by artists of the city, and attention is called to five paintings permanently acquired by the museum during 1912.

CITY COLLEGE LIBRARY.—The alumni of the College of the City of New York are making plans to raise funds for a new library building. Recent additions to departmental libraries make a suitable building increasingly needed. A chemists' library, presented by James R. Steers, of the class of '53, additions to the libraries of history, French and German are among the accessions of importance.

"SUNSHINE LIBRARIES."—The Grand Rapids library bulletin for January contains a modest paragraph which may be suggestive to children's librarians: "At this season of the year there are always a number of boys and girls in the city shut in by accidents from coasting, etc. The library's collection of memorial libraries carries sunshine to many homes where children are kept in the house by injuries, or are suffering from non-contagious diseases. An interesting collection of books in a handsome box will be sent free of expense to the homes of any such person by telephoning the children's librarian at the Ryerson building."

COLORS BRANCH LIBRARY.—Houston, Tex., following the example of several other southern cities, has established a branch library for negroes, and will shortly open a \$15,000 structure with 20,000 books. The whole initiation has been on the part of the colored people themselves. A debating club first felt the

need of a reference collection of books and started the movement, which has resulted in the purchase of the lot by the users-to-be of the library and the securing of a gift from Mr. Carnegie. The building is one of a group of four devoted to the use of the negro life of Houston. The architect, Mr. W. Sidney Pitman, of Washington, is himself a negro.

A SCHOOL READING-LIST ON WORLD PEACE.—The "Wisconsin Memorial Day annual for 1913," a compilation of songs, recitations and exercises for school use, contains, besides material for the observance of May 30, articles on Washington and Lincoln, Peace day, Independence day, and in particular a safe and sane Independence day. We note that the library commission has had placed in all the public libraries of the state a reading list on peace, of value to schools for use in history classes, debates and peace programs in general.

ST. LOUIS LIBRARY ESTABLISHES A BINDERY.—The St. Louis Public Library has established a bindery of its own. The library already binds about 25,000 volumes annually, but hitherto this work has been distributed among individual binders in the city. This will still be done to some extent, but ultimately the work will all be carried out in the Central Library.

When the bindery is in full operation about fifteen persons will be employed. The repair of rare and valuable reference books and the binding of such magazines as are in constant demand for reference will now be given especial attention.

WHY TO TELL STORIES.—Miss Gertrude E. Andrus, superintendent of the children's department of the library in Seattle, Wash., has these reasons for library story-telling:

1. To give familiarity with good English.
2. To cultivate the power of sustained attention.
3. To establish a friendly relation between the child and the story teller.
4. To cultivate a literary standard by which a child may judge other stories.
5. To develop a right sense of humor.
6. To cultivate the imagination.
7. To develop sympathy—an outcome of imagination.
8. To give a clear impression of moral truth.
9. To lead to books.

A SOCIAL SURVEY OF THE LIBRARY.—One of the newspapers of Minneapolis has been making a social survey of the city, and its findings as to the use of the library, while only suggestive and not minutely analytical, will be found of interest. More than one-half of the families in the city, it says, do not use the library, and forty-one schools show a majority not using the library. The families, on the other hand, that do use the library have very nearly always two cards to a family. The frequency of the use of 6330 cards was carefully established. The numbers range from the 5 per cent. who use the library less than once a

month to those who boast that they take out at least three books a week. Nearly 28 per cent keep the books one-half the permitted time.

A LETTER TO THE OUTLYING DISTRICTS.—In Valparaiso, Ind., the librarian bridges the distance between the libraries' resources and the fact that country residents are apt not to be sure of their rights and privileges by sending out a straightforward personal note to this effect:

"The library management is very anxious to coöperate with the patrons of the library who live in the country in order that we may give you the best possible returns for the money which you, as taxpayers, have invested in this institution. Realizing that it is not easy for rural patrons to get to the main library, we have, as you perhaps know, established library stations at the various district schools in the township. It is our aim to place in these stations the books that you wish to read, and, in making our book purchases, we have kept this idea constantly in mind, duplicating such books as are most often called for and adding others that we think might be of special interest to you. I am enclosing lists of some of these titles. If you will look them over and let me know what ones you would like to read, I will esteem it a great favor, for it is much easier to send the right books to your station, if we know what you want.

"When you are in town, drop in at the library; you will find it a comfortable place in which to spend a pleasant hour. Perhaps you may have some ideas to offer. I shall be very glad to hear them and give them careful consideration. If you do not have time to come to the library, let us know your wants through the teachers or your boys and girls—any way that will help us to give you the best possible service, for that is what we are striving to do."

RICHMOND'S NEW LIBRARY.—Richmond, Va., is in the midst of discussion as to the foundation of an adequate public library. Associations of citizens have started the agitation and would like soon to push the project through, probably with the aid of Mr. Carnegie. The labor element, on the other hand, while anxious for a suitable library, is holding meetings in opposition to the scheme of asking Mr. Carnegie for aid. It is to be hoped that in any event Richmond will get a library, for it is said to be now the only city of its size in the country that has no public library. At any rate, a \$40,000 library given to the city by Miss Grace Arents is to be opened in the spring, with some 10,000 volumes.

WIDENER MEMORIAL LIBRARY.—Ground was broken formally Feb. 11 for the new Widener Memorial Library at Harvard University. Mrs. George P. Widener, of Philadelphia, the donor, was unable to be present and turn the first spadeful of earth, as was expected. She was represented by her son, George Widener.

Only a few persons were asked to be present, and snow fell during the ceremonies.

BODLEIAN "STAFF MANUAL."—The familiar Bodleian Staff-Kalendar appears this year as the "Staff manual." Much has been omitted or altered, the editor states, and among the chief additions are a subject index of library affairs, and notes for readers and visitors; in the former is a list of manuscripts and printed collections, and in the latter a short account of the library and its history.

THE SAN FRANCISCO SITUATION.—The proposed exchange of the sites originally chosen for the public library and the municipal opera house has been approved by both boards, and Mr. Carnegie has assured the city that his original offer of \$750,000 for the library system still holds good. He limits the proportion of his gift to be spent on the main library to \$375,000, urges the development of branch libraries, and advises the library board to obtain a guaranty of the full amount from wealthy men of the city.

Chattanooga, Tenn. Five branches have been established, each with more books than were on the shelves of the present library eight years ago. These rural libraries are placed in school buildings and have been warmly welcomed. Since 1909, when the library was opened to the county for free circulation, teachers have been carrying suitcases and basketsful of books back and forth from their communities, and citizens have been regularly coming into town with commissions to borrow for twenty-five or more neighbors.

Gary, Ind. The new building of the Gary Public Library was dedicated Nov. 17 to 19. The building is the gift of Andrew Carnegie, who gave \$65,000, to which sum the city has added about \$3000 for furniture and miscellaneous items. The building is of the classic order, having a façade of fourteen large columns, is built of buff Bedford stone and is two and half stories high. It occupies a good site in the center of the city and forms a nucleus for a civic center. There are accommodations for 170 readers, and a book capacity of 60,000 volumes. Six different story hours held in the library recently were attended by over 2000 children of grades 2-7 within walking distance of the library. An interesting feature of the hours was the singing of the children themselves. For weeks ahead they were interested in the opening of the new library. They were practicing to sing at the opening and told everyone about it, and already felt a personal interest and ownership in the building.

Los Angeles, Cal. The first Carnegie library of the group that is to be established in Los Angeles was opened to the public Feb. 22.

Longmont, Colo. Chalmers Hadley, of the Denver Library, was the principal speaker at

the opening exercises of the new Carnegie Library, Jan. 26. The exercises were held in the Presbyterian church, and after the program the library building was formally opened to the public. The building cost \$12,500, and is one of the finest of its kind in the state. The \$2000 for the site was raised by public subscription. Mayor Rae H. Kiteley, Mrs. William Butler, president of the W. C. T. U., and the Rev. W. A. Philips, of the Central Presbyterian church, also spoke.

Providence, R. I. The 35th anniversary of the Providence Public Library was celebrated at the University Club Feb. 5. William E. Foster, the librarian, was guest of honor, and Prof. Harry Lyman Koopman, of Brown, presided and read an ode. Other speakers were: Prof. Courtney Langdon; Acting President Everett, of Brown University; Dr. Herbert Putnam, librarian of Congress; William C. Lane, librarian Harvard Library; John Cotton Dana, of Newark (N. J.) Public Library; Gen. Rush C. Hawkins, Daniel Berkley Updike, and Joseph Leroy Harrison, of Boston.

Woods Hole, Mass. A new library building made of stones gathered from the roads and fields about the town has been erected on Main street, and the collection of books, which has grown since 1873, has been installed and cataloged.

Librarians

BEAMAN, Luella O., Pratt, '06, who is at present reviser in the New York Library School, has been appointed librarian of the public library at Rye, N. Y., a new library which will be ready for occupancy about May 1.

BJERREGAARD, C. H. A., librarian in the New York Public Library, is the author of "The inner life and the Tao-Teh-King," published by the Theosophical Publishing Company, of New York.

GRANERE, C. O., has resigned as librarian of Augustana College and Theological Seminary, Augustana, Ia.

MOREY, E. Jennie, for fourteen years a school librarian in Watervliet, N. Y., died Feb. 8.

MORRISON, Ella, for many years assistant librarian and secretary of the American Philosophical Society and a second cousin of Henry W. Longfellow, the poet, died Feb. 8 at her home, 330 South 19th street, Philadelphia.

SMITH, Ora Ioneene, who resigned from the librarianship of the University of Alabama to join the staff of the Wisconsin Historical Society, has been given a silver tea service by the students of the university. Miss Smith was graduated from the Drexel Institute Library School in 1903, and has served the University of Alabama since 1907.

Gifts and Bequests

Battle Creek, Mich. Through the generosity of C. W. Post, a large public law library is to be established. It will occupy part of a new building now being erected and is to be under the control of the Calhoun County Bar Association. A collection given by A. B. Williams is to be the nucleus of the library, and about \$15,000 is to be spent in bringing the collection up to date.

Bradford, N. Y., receives \$10,000 from the Carnegie Corporation, to be used for an addition to the present building.

Bristol (Conn.) P. L. receives \$53,424, a bequest from Miss Mary P. Root, of this city, who was killed in an automobile accident six years ago.

Fredonia, N. Y. S. H. Albro has given \$1000 toward a new building for the D. R. Barker Free Library.

Johnson City, Va. Judge Samuel C. Williams has given to the Library Association \$10,000 in cash for the erection of a building, and a lot valued at \$5000.

Lyons, N. Y., is to receive \$12,500 from Andrew Carnegie for a building, and has appropriated \$250 a year for the support of the library.

Merced (Cal.) P. L., receives \$100 by the will of Mrs. Sarah J. Thursby.

Rockville, Conn. By the will of Mrs. Harriet Kellogg Maxwell the Rockville Public Library receives \$25,000.

Swansea, Mass. Mrs. Frank S. Stevens has given \$500, and the Swansea Brass Band \$100, to the Swansea Free Public Library.

Library Reports

Alameda Co. Law L., Oakland, Cal. Eloise B. Cushing, lbn. Accessions 1722; total 10,103. Receipts \$7800.90; expenditures \$6159.56.

Boston (Mass.) P. L. Horace G. Wadlin, lbn. (Trustees' rept.—yr. 1912.) Accessions 35,538 (24,724 by purchase, 12,664 for central library, 12,660 for branches and stations). Circulation 1,744,878. Receipts \$403,123.43.

The report points out three great needs of the central library—more space in the stacks, the need of a larger appropriation and of a sum definitely determined in advance for the purchase of new books and the need of increasing some of the salaries.

During the year the library has supplied with books 28 branches and reading rooms, 131 public and parochial schools, 61 engine houses and 31 other institutions. Not only is the central library a reservoir from which books may

be drawn for use in the branches and reading rooms, but each of the branches and reading rooms is in itself a reservoir from which books may be withdrawn for use by teachers in schools in its immediate vicinity.

The report discusses the new branch libraries, giving first place to the North End branch, which is completed and will be opened to the public soon, the appropriation for which was \$86,000. The Charlestown building will be completed in the fall of the present year at a cost of \$72,000.

Persons engaging in real research are using the library in increasing numbers, but this work of the library is not fully understood by the citizens. The books called for and used in Bates Hall during three days of the year numbered 4432, not including the large number of books taken by the readers directly from the open-shelf collection of 10,000 volumes.

The statistics in the annual reports of the special libraries give but slight indication of the importance of these collections to students. The photographs, the larger cabinet folios and the more expensive volumes relating to the arts of architecture, painting and decoration are extensively used, but not recorded statistically. Students from the art schools, or sent by private instructors, use the books which the Fine Arts Department gives them, without formality, upon tables set apart for this purpose. The entire Allen A. Brown music collection is reserved for hall use. The tables in the Barton Gallery are reserved for persons engaged in authorship or in extended research, and this quiet reading room is largely used by readers, whose books are not enumerated in the tables of circulation.

The same is true of the department of statistics and documents and of the department of patents. The number of persons who have consulted the files in the patent department during last year was 13,946, a gain of 2114 as compared with the previous year. They have used 89,437 volumes as compared with 81,397 volumes consulted the previous year. But in addition to this there is the constant use of this department by students direct from the shelves, which is not recorded.

The report mentions the fact that the library building has settled from two to four inches since it was built, a matter not dangerous or entirely unexpected.

The librarian's separate report is to appear later.

Branford (Conn.) Blackstone Memorial L. Charles N. Baxter, lbn. Accessions 2155; net additions 1208; total 20,726. New registration 334; total 2520. Circulation 67,719 (non-fiction 22,162, adult fiction 27,808, juvenile fiction 17,749). Population of town in 1910, 6047.

Buffalo (N. Y.) P. L. Walter L. Brown, lbn. (Rpt.—yr. 1912.) Accessions 32,665; total 306,723. Circulation 1,207,267. New registration 21,316; borrowers during year 120,571 (41,171 at schools). Expenditures (for books,

periodicals and binding) \$34,505.21. The board urges the maximum municipal appropriation particularly for the establishment of its branches in better quarters. They are at present in rented rooms, except one that is in a school building. The library contains 17,474 pieces of sheet music. The fiction percentage has decreased from 72.7 in 1897 to 59 in 1912.

California State L., Sacramento. James L. Gillis, lbn. (Rept.—Jl. 1, 1910—Je. 30, 1912.) Accessions 11,011; total 176,532. Receipts \$109,701.75; expenditures \$106,173.97.

During the period covered by the report, a cut in appropriation by the legislature caused the dismissal of one-third of the staff of the library, the recall of all traveling libraries, and since June, 1911, a practical cessation of all book buying. The legislative and municipal reference department has been consolidated with the documents department, and is being carefully developed. Since the abolishment of the extension department, the traveling library books have been loaned in large collections to county free libraries. The department for the blind is growing and proving extremely useful; the borrowers number 511, the books 2422, and the circulation 10,930. The California collection has been increased as much as possible. It is hoped to establish branches of the State Library in San Francisco and Los Angeles and to develop a medical department. A union catalog for California is well begun, and several compilations and indexes of statutes have been prepared by the staff. The library quarters are proving inadequate and not well protected from fire, and the librarian appends a table of statistics about other state and public libraries to strengthen his appeal for increased appropriation.

Centreville (Ind.) P. L. Accessions 473; total 12,070. Receipts \$429.20; expenditures \$349.81.

University of Chicago L., Chicago, Ill. Ernest D. Burton lbn. Accessions 27,689; total 381,351. Periodicals taken 2015. Circulation 23,038.

The most notable event of the year was the dedication and occupation of the Harper Memorial Library building. This building, for which ground was broken Jan. 10, 1910, and of which the corner stone was laid June 14, 1910, was dedicated June 11, 1912. An account of the ceremonies and a description of the library appeared in the LIBRARY JOURNAL for July, 1912. The first public use of the building was for the President's reception held on the evening of June 10, and attended by a company of people estimated at between 4000 and 5000. The exercises of dedication were held in the Harper Court, Tuesday morning, June 11, and were attended by a similar number of people. The library offices were occupied a few days before the dedication and the main reading-room was open for use by students and faculty Tuesday, June 18. Some work still remains to be done

upon the building, especially in the installation of book stacks. But it is expected that by Oct. 1, the 20th anniversary of the opening of the doors of the university to students, the books of the General Library, of the Historical Group, of the Modern Language Group, and of the Department of Philosophy will be shelved in the building and that graduate reading-rooms for these departments, as well as the reading-room of the General Library, will be open for the use of students and faculty. The bridges connecting the Harper Library with the Haskell Oriental Museum and with the library in the Law School building will greatly facilitate the use of books by students whose work crosses the lines between departments.

Chicago Law Institute L. William H. Holden, lbn. (Rpt.—yr. 1912.) Accessions 1510; total 4000. Circulation 56,180. Total registration 3401. Expenditures \$20,189.69.

College of Physicians, Phila. (Pa.) L. Charles Perry Fisher, lbn. (Rpt.—yr. 1912.) Accessions 4317 vols. (7345 pamphlets, 32,194 numbers of periodicals); total 97,803 (not including unbound theses and dissertations 10,123, pamphlets 75,125). Persons using library 10,358; books consulted 17,146; books taken out 3758. Expenditures \$5046.86.

Council Bluffs (Ia.) P. L. Ione Armstrong, lbn. (Rpt.—yr. 1912.) Accessions 1697; net gain 150; total 32,056. Circulation 90,077. New registration 1948; total registration 6917. An Iowa collection has been given a separate room, and the children's work in particular has grown to 52 per cent. of the whole circulation.

Galveston, Tex. Rosenberg L. Frank C. Patton, lbn. (Rpt.—yr. 1912.) Accessions 2500; total 47,000 (including public documents and 2700 vols. in the colored branch). Receipts \$58,038.79; expenditures \$47,919.20.

Iowa State L. J. Brigham, lbn. (34th rpt.—bien. year Jl., 1912.) Accessions 8159; total 120,378. Expenditures \$31,288.

Lincoln, Neb. Rosenberg P. L. Frank C. Patten, lbn. (Rpt.—yr. 1912.) Accessions 2500; total about 47,000. Registration 12,800. Receipts \$58,039.79; expenditures \$47,919.20.

Madison (N. J.) P. L. Norma B. Bennett, lbn. (Rpt.—yr. 1912.) Accessions 743; total 9844. Registration 1656. Circulation 24,619.

Frick L. of the Medical and Chirurgical Faculty of Maryland, Baltimore. M. C. Noyes, lbn. Readers 3904. Circulation 1618. Current periodicals received 179.

Marshalltown (Ia.) P. L. Anna M. Kimberly, lbn. (Rpt.—yr. 1912.) Accessions 684; total 14,702. Circulation 61,944. Registration 4437. Receipts \$4303.36; expenditures \$2683.63.

The library maintains an extension service, with four stations, and holds weekly story hours.

Mason City (Ia.) P. L. Bertha S. Baird, lbn. (Rpt.—yr. 1912.) Accessions 1123; total 11,206. New registration 1769; total 5500. Circulation 49,148 (juvenile 25,998). Through the school libraries 15,738 books have been loaned to 800 children. Receipts \$5338.53; expenditures \$4370.71.

New Jersey State L. Henry C. Buchanan, lbn. Accessions 4036; total 87,477. Expenditures: law books and periodicals \$1056.79; binding and repairs \$297.95; reference dept. \$1545.26.

While the State Library has a "legislative reference" department so-called, material has been furnished during the past few years on all important topics that have been up for discussion before the legislature. The library has anticipated as far as possible the needs of the members and has gathered together a comprehensive collection of books on all phases of political science and economy.

University of North Carolina, Chapel Hill (N. C.) L. Louis R. Wilson, lbn. (Rpt.—yr. to Ag. 14, '12.) Accessions 4685 (1271 duplicates); total 65,027. Home circulation 1220. Receipts \$9420.34; expenditures \$9000.24.

The entire freshman class was taught the use of the catalog and periodical indexes, and every member of the freshman and sophomore classes was required to make practical use of the periodical indexes in working out a bibliography of periodicals actually used in the preparation of theses assigned them by the English department. The library is increasing its service to individuals and schools throughout the state. Courses in library administration have been given, as for five years past. The librarian asks for a better endowment for department libraries, another cataloger, stenographic service, an extra assistant for the summer, more serious consideration to the enlargement of the library courses of the university, that the privileges of the library be extended to the citizens of the town and country, and that certain repairs be made in the library building.

North Carolina State Library, Raleigh. Miles O. Sherrill, lbn. (Rpt.—two years ending N. 30, 1912.) Accessions 1462; total 42,552. The library coöperates with the State Library Commission in getting its resources before the people. The library is to be housed in a fire-proof building and cataloged. The collection of North Carolina material has been classified and recataloged, numbers 1200, and is to be made as complete and valuable a collection of North Carolina bibliography as possible.

Oberlin College, Oberlin (O.) L. Azariah H. Root, lbn. (Rpt.—yr. 1911-1912.) Accessions 11,426; total 125,691 (periodicals, pamphlets, etc., to 358,193). Number readers 244,106. Receipts \$14,810.61; expenditures \$25,116.24.

Oregon State L., Salem, Ore. Edna M. Hawley, lbn. (Rpt.—yr. to S. '12.) Accessions (law dept.) 23,631 vols., 54 pamphlets; (document dept.) 34,124 vols., 584 pamphlets. Total (law dept.) 23,483 vols., 49 pamphlets; (document and reference department) 33,600 vols. and pamphlets.

The report of the librarian to the legislature requests that the name "State Library," the miscellaneous books and the power to use them throughout the state be given to the State Library Commission, and that the present State Library be designated "the Library of the Supreme Court" and perform the functions of a law library only.

Paducah, Ky. Carnegie P. L. Jessica Hopkins, lbn. (Rpt.—yr. 1912.) Accessions 1932; total 13,364. Registration 9000. Circulation 61,751. During the past year the library inaugurated the following new features: Sunday afternoon opening for reading and reference; stereopticon pictures at the children's story hour; circulating of music, especially opera scores.

Pasadena (Cal.) P. L. Nellie M. Russ, lbn. (Rpt.—yr. to Je. 30, 1912.) Accessions 5889; total 37,822. Circulation 224,832. New registration 3002. Receipts \$32,204.59; expenditures \$23,556.62 (books and music \$6492.56).

Phillips Academy, Andover (Mass.) L. Sarah J. Frost, lbn. (Rpt.—yr. to Jl. 1, '12.) Total no. vols. 5033. Home circulation 648; students using library, January to July, 4688. Receipts \$500; expenditures \$521.66.

The library now occupies a room in Brechin Hall, formerly the library of Andover Theological Seminary, and is made by the consolidation of all the departmental libraries except that of archaeology.

Santa Barbara (Cal.) Free P. L. Frances Burns Linn, lbn. (Rpt.—yr. to Jl. 1, 1912.) Accessions (city) 1497; (county) 1624; total in city library 21,612. Circulation (city) 74,222; (county) 35,395; total 109,617. Receipts \$7823.63; expenditures \$6505.78. County dept., receipts \$8285.34; expenditures \$4521.92. Per cent. of circulation 6.3 per capita.

San Mateo (Cal.) Free P. L. Ivez M. Crawford, lbn. (Rpt.—yr. ending Jl. 30, 1912.) Accessions 610; total 5874. Circulation 22,046. Receipts \$4332.19; expenditures \$3074.47.

Scranton (Pa.) P. L. Henry J. Carr, lbn. (Rpt.—yr. 1912.) Accessions 5320; total 71,423. Circulation 130,124. New registration 2603; total 10,816. Receipts \$22,542.13; expenditures \$21,356.70.

Worcester (Mass.) F. P. L. Robert K. Shaw, lbn. (53d rpt.—year to N. 30, '12.) Accessions (net increase) 5775 ((by purchase 8611; by gift 861). Circulation 446,150; juvenile 181,435. New registration 5,164;

total 23,001. Receipts \$58,576.25; expenses \$55,902.02 (books and periodicals \$13,083.54).

Plans for three branch buildings at Quinsigamond, South Worcester and Greendale, given by Andrew Carnegie, are practically completed and active work will begin early in 1913. Picture collections, particularly from the work of American artists have been largely increased. Much extension work is done through 25 deposit stations at factories, engine houses, homes for the aged and several other institutions. The work of the Children's department has been greatly extended through five school deposit stations. The accession book has been dispensed with experimentally.

Woodstock, Vt. Norman Williams P. L. (Rpt.—yr. 1912.) Accessions 300; total 18,370. New registration 362. Circulation 25,418.

ENGLISH

Advocates Library, Edinburgh, Scotland. William Kirk Dickson, lbn. (Rpt.—yr. 1912.) Accessions 51,230; total, books and pamphlets (including volumes of periodicals and parliamentary papers) 619,500; music 68,500; maps and charts 70,700; manuscript volumes 3,200.

Newcastle-upon-Tyne, England. Public Libraries. Basil Anderton, lbn. (Rpt.—yr. ending Mr. 31, 1912.) Accessions 1422; total 163,057. Circulation 601,568; total registration 35,966.

County Borough of Portsmouth Free P. Libraries. Tweed D. A. Jewers, borough lbn. (Rpt.—yr. ending Mr. 31, '12.) Total number of volumes 80,604. Circulation 236,910. New registration 3860. Receipts £4229 1s. 6d.; expenditures £4440 os. 2d.

St. Bride Foundation Institute, London. Technical L. R. A. Peddie, acting lbn. (Rpt.—1911-12.) Accessions 1485; total (including pamphlets and prints) 26,703. Lending and Reference Libraries. F. W. T. Lange, lbn. (Rpt.—1911-12.) Accessions 731; total 16,108. Circulation 102,941. Registration 2332.

Borough of Salford, England, L. Ben. H. Mullen, lbn. (Rpt.—yr. ending Oct. 31, 1912.) Accessions 3628; total 15,000. Circulation 362,525. There has been an increase of 16,716 in circulation, and an increase of over two books issued per borrower as compared with last year.

Bibliography and Cataloging

CUMULATIVE book index. 15th annual cumulation; author, title, and subject catalog in one alphabet of books published during 1912; comp. by Marion E. Potter and Emma L. Teich. Minneapolis, Minn., H. W. Wilson Co. 830 p. 4°, pap., \$3 n.; hf. mor., \$3.50 n.

Two months after the issue of the practically new "United States catalog" the 15th annual

cumulation of the "Cumulative book index" is ready; it covers the books of 1912 as far as they can be covered in a list which is to be the January issue of the steadily growing publication. 830 pages, as against 624 in 1911, record the books of 1912. Owing to her great work on the "United States catalog" Miss Marion E. Potter delegated her editorial work on the cumulation to Miss Emma L. Teich, but now resumes her old place on the title-page, though retaining the name of Miss Teich, who had full charge of the records of 1912, while the "United States catalog" was printing.

The Library of Congress numbers are more and more up to date, and a careful study of the compilation by those experienced in its snares and pitfalls make us say heartily that the "Cumulative book index" continues to be a well-made working tool of great value, kept up to latest date from time to time as the foundation for the next five-yearly supplement to the "United States catalog."

MODEL PRIVATE LIBRARY. Wilson, L. N. Suggestions for a model private library at Clark College. Worcester, Mass., Clark Univ. Press. 137 p. 8°, pap.

ART. Rapilly, Georges. Catalogue de livres d'art, architecture et décoration, peinture, sculpture, gravure, arts industriels. Paris, 8°, pap. (No. 125; 447 titles.)

BERGSON, HENRI. Columbia Univ. Lib. A contribution to a bibliography of Henri Bergson. N. Y., Lemcke & Buechner and Columbia Univ. c. 13+56 p. 8°, pap., 25 c.

BOOKS AND READING. Hartford (Conn.) P. L. Dec., '12. A selected list of books published in 1911 recommended to libraries. 15 p. 8°, pap.

—Quaritch, Bernard. Catalogue of rare and valuable books, including Arundel Society's chromolithographs and autograph letters and documents and works on bibliography, Egypt, European history and philology, fine arts, genealogy and heraldry, Ireland, numismata, occult sciences, Oriental literature, etc. London, 8°, pap. (No. 323; 988 titles.)

—U. S. Dept. of Agric. Bull., Nov., '12. Books on agriculture, pharmacy, medicine, botany, natural history, geology, zoology, education, geography, etc. Wash., D. C., Gov. Pr. Off., 8°, pap.

CATHOLIC LITERATURE. Baer, Jos., & Co. Theologia Catholica: Sechster Teil-Kirchengeschichte I, M-Z. Frankfurt a.M. 8°, pap. (No. 605; 5297 titles.)

CHILDREN. Clark University, Worcester, Mass., Library. Bibliography of child study for the years 1910-1911. Wash., D. C., Gov. Pr. Off. 90 p. 8°, (U. S., Bu. of Education bull.) pap.

CIVIL WAR. Newhall, Daniel H. Literature of the Civil War. N. Y. 8°, pap. (No. 75.)

- COBBETT, WILLIAM. Benjamin, Lewis S., ["Lewis Melville," *pseud.*] The life and letters of William Cobbett in England and America; based upon hitherto unpublished family papers; with 32 illustrations. In 2 v. N. Y., J. Lane. 15+330; 9+335 p. (42 p. bibl.) 8°, \$10.
- COFFEE. Graham, Harry Crusen. Coffee; production, trade and consumption, by countries. Wash., D. C., Gov. Pr. Off. 134 p. (4 p. bibl.) tabs., diagrs., 8°, (U. S., Dept. of Agriculture, Bu. of Statistics, bull.) pap.
- EDUCATION. MacDonald, Arth. Bibliography of exceptional children and their education. Wash., D. C., Gov. Pr. Off. 46 p. 8°, (U. S., Bu. of Education, bull.) pap.
- U. S. Bureau of Educ. *Bull.* (Dec., '12-Jan., '13). Monthly record of current educational publications; comp. by the lib. division of the Bu. of Educ., under the direction of J. D. Wolcott, acting libn. Wash., D. C., Gov. Pr. Off. 8°, pap.
- Scott, Wa. World education; a discussion of the favorable conditions for a world campaign for education. Cambridge, Mass., [The author.] c. '12. 8+123 p. (3 p. bibl.) 12°, \$1.
- EGYPT. Edwards, Fs. A short list of books dealing with the Near East, especially Egypt and neighboring countries, including publications of the Egypt Exploration Fund, Oriental Translation Fund, etc. 8°, pap. (No. 319; 322 titles.)
- ENGINEERING. Caldwell, Fs. Cary. Electrolytic disposition of sewage. Columbus, O., Ohio State Univ. 8 p. (8 p. bibl.) 8°, (Bull. Coll. of Engineering.) pap., gratis.
- ETHNOLOGY. List of publications of the Bureau of American Ethnology, with index to author and titles. Wash., D. C., Gov. Pr. Off. 35 p. 8°.
- EUROPEAN HISTORY. Richardson, E. C., *comp.* A union list of collections on European history in American libraries; comp. for the committee on bibl. of the Am. Hist. Assn. Princeton, N. J., '12. 114 p. 8°, bds.
- EXPERIMENT STATION LITERATURE. Key to subject index of experiment station literature. Wash., D. C., Gov. Pr. Off. 4 p. 8°, (U. S., Dept. of Agric., Office of Experiment Stations cir.) pap.
- FAMILY (The). Thwing, Rev. C.; Franklin, and Thwing, Mrs. Carrie F. Butler. The family; an historical and social study. Rev. and enl. ed. Bost., Lothrop, L. & S. c. '86-'13. 258 p. (14½ p. bibl.) \$1.60.
- FRANCE. Ministère de l'Intérieur. Bibliographie de la France; including items on many subjects. Paris. 8°, pap. (No. 3.)
- GEOMETRY. Sykes, Mabel, and others. A source book of problems for geometry, based upon industrial design and architectural ornament. Bost., Allyn & Bacon. 8+372 p. (10 p. bibl.) il. diagrs., 12°, \$2.50.
- GERMAN LITERATURE. Halle, J. Deutsche Literatur bis zum dreissigjährigen kriege. München. 8°, pap. (No. 44; 463 titles.)
- Halle, J. Viertes Angebot von Originalausgaben der Deutschen Literatur. München. 8°, pap. (716 titles.)
- GERMANY. Usher, Rowland Greene. Pan-Germanism. Bost., Houghton Mifflin. c. 7+313 p. (3 p. bibl.) O. \$1.75 n.
- HERPETOLOGY. Ruthven, Alex. Grant, and others. The herpetology of Michigan by Alex. G. Ruthven and others; memoranda toward a bibliography of the archaeology of Michigan by Harlan I. Smith; prepared under the direction of Alex. G. Ruthven. Lansing, Mich., Mich. Geolog. and Biolog. Survey. 109 p. il. pls. maps, (Biological ser.) 90 c.
- INTERNATIONAL CONCILIATION. Jordan D.; Starr, and Krehbiel, E.; B. Syllabus of lectures on international conciliation; given at Leland Stanford Junior University. Bost., World Peace Found. 180 p. (bibs.) tabs., diagrs., 8°, pap., \$1.
- ITALIAN HISTORY. Hoepli, Ulrico. Risorgimento Italiano. Parte 7a. Milano. 8°, pap. (No. 142; 3146 titles.)
- ITALY. Lange, Otto. Storia d'Italia; bibliografia; storia universitaria; storia generale; risorgimento; statui storia municipale. Firenze. 8°, pap. (No. 27; 1060 titles.)
- LABOR AND LABORING CLASSES. U. S. Bureau of Labor. Publications of the U. S. Bureau of Labor prior to July 1, 1912. Wash., D. C., Gov. Pr. Off. 13 p. 8°, pap.
- LIQUOR TRAFFIC. Reeder, C. Wells, *comp.* Select list of references on license of the liquor traffic in the United States. Columbus, O., Ohio State Univ. 8 p. 8°, (Bibliographies prepared for the Constitutional Convention by the Lib. of the Ohio State Univ.) pap., gratis.
- MATHEMATICS. Smith, D. Eug., and Goldizher, C. Bibliography of the teaching of mathematics, 1900-1912. Wash., D. C., Gov. Pr. Off. 95 p. 8°, (U. S., Bu. of Education, bull.) pap.
- MICMAC INDIANS. Nova Scotia Inst. of Science at Halifax. Proceedings and transactions. Bibliography of the Micmac Indians, being an appendix to a brief account of the Micmac Indians of Nova Scotia, by Harry Piers.
- NETHERLANDS. Nijhoff, Martinus. Nijhoff's index op de Nederlandse periodieken van algemeenen inhoud. La Haye. 32 p. 8°, pap.
- NEW TESTAMENT. Souter, Alex. The text and canon of the New Testament. N. Y.,

Scribner. 10+254 p. (11 p. bibl.) 12°, (Studies in theology.) 75 c.

ORIENTAL LITERATURE. Hoepli, Ulrico. *Orientalia*. Milan. 12°, pap. (No. 143; 987 titles.)

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PHILIPPINE ISLANDS. Philippine L. Bull. (Dec., '12.) List of works in the Filipiniana division relating to the study of the bibliography of the Philippine Islands. Part IV. Manila. p. 61-4. 4°, pap.

PHILOSOPHY. Benn, Alfr. W. *History of modern philosophy*. N. Y., Putnam. c. '12. 5+191 p. (7 p. bibl.) pors. 16°, (History of the sciences.) 75 c.

PIERRE DU RYER. Lancaster, H. Carrington. *Pierre du Ryer, dramatist*. Wash., D. C., Carnegie Inst. 5+182 p. (5 p. bibl.) front. O. pap., \$1.25.

PRINTING. *Story of Chicago in connection with the printing business*. Chic., Regan. Pr. Ho., [525-537 Plymouth Pl.] 224 p. (86 p. bibl.) il. 12°, gratis, bxd.

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PSYCHOLOGY. Dunlap, Knight. *A system of psychology*. N. Y., Scribner. c. '12. 14+368 p. (7 p. bibl.) il. 12°, \$1.25.

—Parmelee, Maurice. *The science of human behavior; biological and psychological foundations*. N. Y., Macmillan. c. 17+443 p. (11½ p. bibl.) 8°, \$2.

PUBLIC DOCUMENTS. N. Y. P. L. Bull., Ja., '13. List of city charters, ordinances and collected documents. Part IV. pp. 7-78. 4°, pap.

SCIENCE. Lisbon (Portugal) *Academia das sciencias de Lisboa*. *Prémeira série, V. I.* —Fasciculo no. I—Dezembro, 1910; *Secunda série, V. I.*—Fasciculo no. I—Outubro, 1911; *Primeira série, V. I.*—Fasciculo no. 2—Outubro, 1912.

SOCIALISM. Orth, S. P. *Socialism and democracy in Europe*. N. Y., Holt. c. 3+352 p. (6½ p. bibl.) 12°, \$1.50.

SOCIOLOGY-PHILOLOGY. Carnegie L. of Pittsburgh. *Classified catalog, 1907-1911*. Part II., *Sociology-philology*. 712+37 p. 8°, pap., 60 c.

THEOLOGY. Moffat, Ja., D.D. *The theology of the gospels*. N. Y., Scribner. 16+220 p. (4 p. bibl.) 12°, (Studies in theology.) 75 c.

VAN EYCKS. Weale, W. H. Ja., and Brockwell, Maurice, W. *The Van Eycks and their art*. N. Y., J. Lane. 40+323 p. (21 p. bibl.) pls. 8°, \$4.

Dumors and Blunders

THE REFERENCE LIBRARIAN

Some months ago the *Boston Transcript* published a description in verse of the life of a reference librarian, and the lines have been copied in all kinds of publications all over the world, from Baroda to Canada. The latest version is a translation into Dutch, which *Het Boek* prints beside the English version. We think that librarians will enjoy it, even without comparison with the original, which may be found in the *LIBRARY JOURNAL* for October, 1912.

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Daar troont hij voor zijn lessenaar,
Ten allen tijd voor ieder klaar.
Een vraag bereikt hem nu en dan
Als: „Geeft U mij Who's who's an!”
„Mag 'k de grammaire van Dubois!”
„Wie zei ook weer: l'Etat c'est moi?”
„Het tocht hier erg . . . het oude lied —
„Is Shakespeare Bacon nu, of niet?”
„Vertel eens, weet U wie ik ben?”
„Och, mag ik ééntjes Uw pen!”
„Zijn oesters niet het best in Maart?”
„Hoeveel is een peseta waard?”
„Hoe groot was Adam ongeveer?”
„Wat denkt U morgen van het weer?”
„Is't Hof nu hier of op het Loo?”
„Hebt U een prullemand, of zoo?”
„Bent U voor Taft of Roosevelt?”
„Hebt U Larousse laatst nog besteld?”
„Waar is dat boek, dat hier eerst stond?”
„Wie reisde 't eerst de wereld rond?”
„Mijnheer, waar is de telefoon?”
„Zegt men „to lend”, of wel „to loan”?”
„Is dit nu de catalogus?”
„Ik zoek een boek: De eerste kus!”
„Verdient U hier nu wel genoeg?”
„En bent U 's morgens hier al vroeg?”
„Graag de voorlaatste Eigen Haard!”
„En hebt U nog de Gids van Maart?”
„Gebruikt U Brown of Dewey hier?”
„Verleent U gratis schrijfpapier?”
„Mijnheer één vhaag en dat is dit:
„Werkt U nu veel als U hier zit?”
(Zéér vrij vert.)

Communications

BIBLIOGRAPHICAL AND INDEX MATERIAL IN MANUSCRIPT

The Committee on Research Institute for the promotion of Agriculture, Manufacture and Commerce, Chicago, is collecting information about bibliographical material and indexes kept in manuscript by libraries and individuals.

Those who have such material in their possession, or know of the whereabouts of any, are asked to communicate with the undersigned, care the John Crerar Library, Chicago.

AKSEL G. S. JOSEPHSON,
Chairman Committee on Research Inst.

Library Calendar

MARCH

5-7. Wis. L. A., Wausau, Wis.
Mr. Old Colony L. C.

Ma.? Je.? Mass. L. C., annual meeting, Williamstown.

Je. A. L. A. annual conference, Hotel Kaaterskill, N. Y.

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